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ABSTRACT

This report examines the results of an international study of higher education systems, based on surveys of approximately 1,000 faculty in each of the following nations: United States, Germany, the Netherlands, Russia, Sweden, United Kingdom, Hong Kong, Japan, Korea, Brazil, Chile, Mexico, Israel, and Australia. Findings are organized around seven major themes: the profile of the professoriate, access to higher education, professional activities, working conditions of faculty, governance in the academy, higher education and society, and the international dimensions of academic life. Results indicated that: (1) the majority of faculty worldwide are male and middle-aged; (2) most faculty believe that higher education should be available to everyone who meets the minimum qualifications, but admission standards should not be lowered to admit disadvantaged students; (3) students currently enrolled are ill-prepared in language and math skills; (4) the majority of professors in several countries reported their interests lie primarily in teaching, while the majority in other countries preferred research; (5) in almost all countries, a strong record of successful research is important for faculty advancement; (6) professors reported a high sense of satisfaction with their intellectual lives, the courses they teach, and their relationships with colleagues, but are concerned about salaries; (7) faculty felt that academic freedom was protected nationally, but sometimes not supported by campus administrators; (8) professors felt an obligation to apply their knowledge to social problems; and (9) connections with scholars in other countries were seen as very important. Seventy figures illustrate survey findings. (JDD)

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A SPECIAL REPORT

The Academic Profession

AN INTERNATIONAL PERSPECTIVE

ERNEST L. BOYER
PHILIP G. ALTBACH
MARY JEAN WHITELAW

THE CARNEGIE FOUNDATION
FOR THE ADVANCEMENT OF TEACHING

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This report is the result of the first *international* survey conducted by The Carnegie Foundation. The project, unique for the Foundation in its scope, required the work and special dedication of many people.

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Gene Haas played a dual role. Not only was he responsible for directing the survey in the United States, but he also designed the methodology and coordinated the administration of the survey in other countries with the international research directors. Gene's many contributions were informed by his long experience and a keen and creative sociological eye.

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This has truly been an international team effort, and I am enormously grateful to all of these colleagues for their sacrificial and creative work.

Ernest L. Boyer
President
The Carnegie Foundation
for the Advancement of Teaching

The International Professoriate: An Overview

For several decades, The Carnegie Foundation for the Advancement of Teaching has surveyed the American academic profession. The information we've gathered through the years has provided valuable insights into the attitudes and working conditions of the professoriate in the United States.

More efficient travel and communication, as well as a growing convergence of intellectual interests, have fostered in recent years a stronger, more professionally connected, international community of scholars. Those in natural sciences, especially, have benefitted from new collaborations. But increased intellectual exchanges also have occurred among scholars in the social sciences and in the humanities, and those in the arts continue to communicate powerfully across borders. These connections have contributed richly to the work of the academy and have expanded the world's reservoir of knowledge.

Given this increased globalization of scholarly work, we concluded that the time had come to conduct the Foundation's first *international* study of the academic profession. Our goal was to learn more about the condition of the professoriate from a larger perspective and, in the process, define priorities that could strengthen the academy worldwide.

After consulting with colleagues both here and overseas, we developed a research procedure and gathered information about the academic profession in many countries.* The result is, we believe, the most comprehensive view of the professoriate available today. With the information we've gathered, it is possible to understand more fully both similarities and differences among academics around the world.

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* The countries included in this report are Australia, Brazil, Chile, Germany, Hong Kong, Israel, Japan, Korea, Mexico, the Netherlands, Russia, Sweden, the United Kingdom, and the United States.

There are, we found, variations on such important matters as student access, teaching and research, and support for academic freedom. On the other hand, there are striking similarities among faculty regarding the need for better methods of evaluating teaching, a commitment to service to help solve societal problems, as well as concern over the governance of higher education.

We have organized our findings around seven major themes that could provide an agenda for policy consideration. They are: the profile of the professoriate; access to higher education; professional activities; working conditions of faculty; governance in the academy; higher education and society; and the international dimensions of academic life. Before discussing each of these in more detail, we present here in brief some of the highlights of our study.

First, we found, not surprisingly, that the majority of faculty worldwide are male and middle-aged. And while most professors hold full-time appointments, in a few countries we found a sizable minority in part-time positions.

Regarding student access, most faculty believe that higher education should be available to everyone who meets the minimum qualifications, but they do not think admission standards should be lowered to admit disadvantaged students. We found widespread agreement among faculty that students currently enrolled are ill prepared in language and math skills.

When we asked about the historic missions of teaching, research, and service, we found differences from one country to another. The majority of professors in several countries say their interests lie primarily in teaching, while the majority in other countries prefer research. We also discovered that in almost all countries a strong record of successful research is important for faculty advancement, even though a surprising percentage of the faculty say that, at their institution, research publications are "just counted," not qualitatively evaluated.

A number of the survey questions asked about faculty working conditions. We found considerable differences among the countries, including, for example, the economic need for faculty to do outside consulting work. On the other hand, we also found points of agreement. Faculty around the world share concern about their salary, and a surprisingly large number say that their jobs are a source of considerable personal strain. Faculty in many nations also feel that institutional resources are inadequate.

On the positive side, professors reported a high sense of satisfaction with their intellectual lives, with the courses they teach, and with their relationships with colleagues. Academics around the world also believe this is a good time to become a scholar. And the great majority say they would become an academic if they had it to do over again.

Our survey also examined the control of higher education. In some nations, colleges and universities are government-controlled, while in others there is a strong tradition of institutional independence. These contrasting traditions are reflected in faculty responses to questions about government's role in defining the overall purposes of higher education and the degree to which government involvement has become excessive.

Regarding *campus* governance, we found that in most countries less than a third of the faculty believe top administrators are providing competent leadership. Many report that communication between faculty and administration is poor, and faculty worldwide feel that they are less influential in their institutions than in their departments.

No issue is of greater concern to the world of scholarship than academic freedom, and we found that, in most countries, faculty have confidence that, nationally, it is protected. However, in only a few countries do a majority of professors feel academic freedom is not supported by campus administrators, and in some countries, including the United States, a significant minority feel political or ideological constraints on what a scholar may publish.

A growing concern in many countries is how higher learning relates to the larger society. Around the world, there is pressure for academics to contribute more tangibly to economic development and social well-being,

and when we asked professors whether faculty in their discipline do, in fact, have a professional obligation to apply their knowledge to problems in society, the response was overwhelmingly affirmative. At the same time, however, we discovered that service activities are not regularly evaluated in most countries.

Finally, we studied the degree to which an international community of scholarship is, in fact, emerging. Professors overwhelmingly maintain that connections with scholars in other countries are very important to their professional work. We found as well a strong commitment to exchange activities—students and faculty studying abroad, and an awareness of the importance of scholarly materials published elsewhere. All of this suggests that within the academy national boundaries are becoming blurred.

These then are among the highlights of our study. The following chapters explore in more detail the seven themes covered by the report and offer suggestions for a future international policy agenda for higher education.

I. Profile of the Professoriate

Our inquiry focused first on a profile of the professoriate. In all countries most academics are men. However, regional variations in this pattern are striking. The highest proportion of male faculty—around 90 percent—is found in Japan and Korea, while in the American countries of the United States, Chile, Mexico, and Brazil, it is 60 to 70 percent. The proportion in European countries and Israel falls in between.

In the United States, progress has been made through the years toward greater gender equity. In 1969, the percentage of women holding academic positions was 19 percent. Today it is 30 percent. Still, the academic profession worldwide remains disproportionately male, reflecting the relatively recent admission of women into the faculty in many countries and the continuing barriers they face in negotiating academic careers.

The professoriate is a middle-aged profession. In most countries, the average age is between forty and fifty years. Here again the pattern varies, with Mexico having the youngest faculty (averaging under forty years) and Israel, Japan, and Russia, the oldest (over fifty).

The mobility of faculty is of special interest. Most professors have taught at only one or two institutions. However, over one-fourth of the faculty in Hong Kong, Australia, Brazil, Israel, and the United States have worked at three or more institutions during the course of their careers. Mobility was lowest in Korea, Russia, and Japan.

In all countries, a majority of faculty are employed full-time at their college or university, but in Brazil, Mexico, and Chile, significant numbers are employed part-time. Over one-quarter of respondents in the Latin American countries and in Israel and Japan hold additional academic positions. Also in Latin America, over one-quarter of professors hold outside nonacademic jobs. In fact, in Brazil, Mexico, and Chile, faculty

earn an average of over 20 percent of their total income from extra academic and nonacademic work.

The demographic profile of today's professoriate raises questions about the future of the profession. What, for instance, can be done to increase the opportunities for academic employment for women worldwide? With a faculty that is aging but still far from retirement, what opportunities are available for younger scholars?

Research directors in many countries reported that the number of part-timers seems to be growing, and a recent report from the American Association of University Professors[1] concludes that part-time faculty hold 38 percent of faculty appointments in the United States. The implications of these developments are surely of great consequence to the academy in all countries. Will the academic profession follow a Latin American model, where significant proportions of faculty hold part-time positions? Will increasing numbers of scholars feel pressured to augment their salaries from other academic and nonacademic work? Responses to these questions in the days ahead will have a profound impact on the international community of scholars.

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1. American Association of University Professors, "The Status of Non-Tenure-Track Faculty," *Academe*, July-August 1993, pp. 39-46.

II. Students: Access and Excellence

We considered next the essential issue of student access. Following World War II, enrollment policies shifted in most countries, earliest and most dramatically in the United States, which moved almost overnight from "elite" to "mass" higher education. In 1945, approximately 35 percent of high school graduates were going on to higher education. Today, it's over 60 percent and climbing. And it's widely accepted in the United States that to succeed economically and socially, young people need a college education.

Outside the United States, even the most elite higher education systems have in recent years expanded access. Yet little effort has been made to determine faculty attitudes about this fundamental shift in policy that affects so profoundly the climate of the campus and the work of the professoriate. We decided, therefore, to ask faculty how they feel about access. How many students who complete secondary education should be admitted to higher education? Should admission requirements be modified to achieve greater equity, and how do professors feel about students already enrolled? Are today's students academically well prepared?

Overall, faculty in most countries believe that a majority of their young people can complete secondary education. Of those students who do complete it, faculty opinion is that perhaps one-half should be admitted to higher education. There are, however, notable differences from one nation to another. In Russia, for example, faculty think that only about 30 percent of secondary school graduates should go on to higher learning, while German faculty say 73 percent should continue their studies. It is important to note, however, that German professors also feel that less than 40 percent of young people in their country are capable of completing *secondary* education.

Perhaps one of the most significant policy issues to be confronted is higher education's commitment to diversity. In all countries except the

Netherlands, over 50 percent of faculty agree that higher education should be available to all who meet minimum entrance requirements. However, except in Australia, we did not find strong support for the idea of lowering admission standards to serve disadvantaged students.

Overall, professors are understandably reluctant to lower admission standards, especially in light of their current dissatisfaction with student preparation. Less than one-third of the faculty in most countries say their students are adequately prepared in writing and communication skills. Indeed in five of these countries, including the United States, it is 20 percent or less. In most nations, professors also report student inadequacy in mathematics, with professors in the United States being the least satisfied, and professors in Hong Kong the most.

A somewhat brighter picture emerged when we asked faculty about the quality of students currently enrolled in their departments. Even here, however, fewer than half the professors in many of the countries rated their students "good" or "excellent."

We did note, with interest, that over 60 percent of faculty in the United States rated students in their department "good" or "excellent." How can this be explained, especially given the low opinion faculty in this country have about the pre-college preparation of undergraduates? One possibility is that faculty judge their "majors"—advanced students enrolled in their departments—more favorably than they do other students. There is, in short, a selectivity involved, and students, having moved into a field of special interest, may be more motivated and successful.

Looking ahead, it seems safe to predict that access to college will increase in response to the continuing revolution of rising expectations. Students and their parents in all countries will, we believe, continue to view college as the ladder to success, and higher education will feel pressure to expand. But will public policy and funding support such growth? Given the increasing access, how can collaboration be strengthened between higher learning and the schools? And how does a more egalitarian policy in enrollment relate to a more elitist view of the professoriate that does not adequately reward teaching or counseling? Finally, what are the implications for the curriculum as student populations become more diverse?

These issues should be thoughtfully considered by the academy as higher learning seeks to extend its commitment to sustain excellence while affirming social equity. Where, in fact, should the balance be struck?

III. Professional Activity: Teaching, Research, and Service

We focused with special intensity on the nature of academic work. In most countries there has been growing concern in recent years about how professors spend their time, a debate that has involved discussions about "productivity" and most especially about the relationships among teaching, research, and professional service.

At the heart of the matter is the commitment faculty feel toward their discipline, on the one hand, and toward their institution on the other. We discovered that, in every country, a larger majority of faculty say their academic discipline is "very important" to them. Only in three nations—all in Latin America—do a significant number say their *institution* is "very important" to them, but in the other countries, most indicate that the institution is only modestly important. Overall, it seems quite clear that the orientation of the academy is more cosmopolitan than local: *professional* loyalty is stronger than *campus* loyalty.

When we asked faculty to indicate whether they prefer teaching or research, national differences appeared. Commitment to teaching predominates in five of the fourteen countries, with Russia leading at 68 percent, followed closely by the four American countries, all over 60 percent. In the nine other countries, faculty interest leans to research, with the Netherlands leading at 75 percent.

Still, the majority of faculty in all countries, except Hong Kong, do not believe the pressure to publish reduces the quality of teaching. A conflict is felt, however, by a significant minority in Australia, Germany, the United States, the Netherlands, Israel, the United Kingdom, and Chile.

Faculty research usually results in a modest level of publication. In every country, more than two-thirds of the scholars had published one or more articles in the last three years, with median numbers of articles published ranging from three to six, depending on the country, with Israeli faculty

leading. Over half of the professors in seven nations also had authored one or more books in the last three years. In Israel, the Netherlands, and Russia, the proportion of faculty writing books was more than 75 percent.

Faculty *do* have concerns about research. For one thing, funding is not always available. Over half the respondents in most countries did receive some funding for their research, but the support level was low. Further, faculty feel that money for research is more difficult to obtain now than it was five years ago. This perception is most acute in the United States, the United Kingdom, Germany, and Russia.

A solid proportion of professors in all countries except Brazil, Russia, and Korea report that a strong research record is important in faculty evaluation. Indeed, in six countries, a majority say it is difficult to achieve tenure without publication. And a strong minority in many countries feel pressure to do more research than they would like to do.

How to evaluate academic work is of high interest internationally. At least two-thirds of the professors in all nations, except Germany and Japan, note that teaching is evaluated regularly. In most countries, research activities are less regularly appraised. Service, however, is seldom evaluated, except in the United States.

A large majority of professors in most countries agree that student opinions should be used in the evaluation of teaching effectiveness. And in fact, more than 90 percent of the faculty in Sweden and the United States report that students do regularly evaluate their teaching. Only in Japan and Korea do less than half of faculty report that students regularly evaluate teaching.

Still, we found widespread dissatisfaction with faculty evaluation. Replies from all countries overwhelmingly indicate that better ways are needed to evaluate teaching performance. Many academics have doubts about research evaluation, too. In ten of twelve countries, for example, more than 40 percent of the faculty agree that publications used for promotion decisions at their institutions are just counted, not qualitatively evaluated. Sweden and Israel were strong exceptions.

It's clear that educators in all countries must think carefully about the missions of the academy, broadening the definition of scholarship, affirming diversity in higher education, and celebrating a mosaic of faculty talent. In the process, performance standards must be broadened. And we believe that teaching must, once again, be recognized as an essential function of the professoriate and be well rewarded.

IV. Working Conditions: Satisfactions and Frustrations

The working conditions of faculty, inevitably, influence both productivity and morale, and we were eager to explore sources of satisfaction and frustration. We found that most faculty feel they are not well paid. Indeed, in only two places—Hong Kong and the Netherlands—do more than half the faculty rate their own salary as "good" or "excellent." In the United States 46 percent rate their salaries this favorably. In six countries only 15 percent or less of the faculty report such satisfaction.

In some nations, faculty have turned to paid consulting to supplement their salaries. This is especially true in Russia, where more than 80 percent agree that outside work is essential. But over half the faculty in Korea and in the Latin American countries also report that supplementary work is necessary. Looking down the road, one wonders if this trend will continue. Is it possible that, because of economic pressures, faculty appointments at institutions will become increasingly part-time?

The professoriate is in many respects a privileged career group. Still, much of the faculty feel under pressure. In nearly half the responding countries, 40 percent or more say their job is a source of considerable personal strain. Japanese, Russian, and Korean faculty report the most pressure. In the United States one-third feel considerable pressure from their work. But in Israel less than 20 percent say their job is a source of strain.

Faculty also are rather dissatisfied with the resources available for teaching and research at their institutions. Replies did, however, vary remarkably among countries. Asked to rate such facilities as instructional technology, research equipment, computer facilities, and library holdings, five countries came out consistently at the top: Hong Kong, the Netherlands, the United States, Sweden, and Germany. If these countries form the "haves," professors in Russia, Japan, and Korea are the "have nots," except in reported library holdings. Overall, faculty tend to rate

computer facilities and library resources more favorably than technology for teaching and research.

Frustrations notwithstanding, professors around the world report intellectual satisfaction in their work. In all but three countries, 60 percent or more of the faculty agree that this is an especially creative and productive time in their field. Further, they are generally satisfied with the courses they teach, and, with a few notable exceptions, are pleased with the opportunities they have to pursue their own ideas.

In general, professors are also satisfied with their relationships with colleagues and find the intellectual atmosphere at their institution good. About a third of the faculty feel this is a poor time for a young person to begin a career in their field. And overwhelmingly, professors say they would become an academic if they had it to do over. It would be especially interesting, we believe, to explore why faculty around the world define this as an intellectually creative time. What are the reasons for this assessment, and how can this quality be extended and enhanced?

We note with satisfaction that most faculty are encouraged by prospects in their field and pleased about their own career choice And the fact that faculty are generally satisfied with their courses and with their opportunities to explore intellectually interesting issues is, we believe, strong ground upon which to build communities of scholarship, both on campus and beyond.

At the same time, one wonders about the personal strain among professors. How much does it reflect financial worries? How much does it involve frustration over inadequate facilities and technical support? How much does it reflect the contradictory signals faculty are often given about the value of their work? If colleges and universities are to meet the expectations societies hold for the academy, signals sent to faculty about priorities must be clear.

V. Governing the Academy

How universities govern themselves remains one of the most confusing, most tension-ridden issues in higher education, and the type of governance differs dramatically from one country to another.

Throughout the world, faculty dissatisfaction with current arrangements is high. Fewer than 20 percent of the faculty in almost all nations feel they play an influential role in helping to shape key academic policies at the institutional level.

In addition, faculty in most countries feel alienated from top administrators at their institutions. Half or more say that relationships between faculty and administration are only "fair" or "poor"—with Korea and Japan the least content. In general, fewer than half the faculty feel they are kept informed about what is going on, and about half say communication between faculty and administration is "poor."

In eight countries, most faculty believe that the administration at their institution is "autocratic." In six countries, a majority agree that "lack of faculty involvement" is a problem.

Overall, faculty believe administrators are not doing a very good job. In most countries, fewer than one-third are satisfied with the leadership of top-level administrators at their universities. Japan is the only country in which a majority of scholars agree that top administrators are providing competent leadership. What's most disturbing, perhaps, is that only in Israel, Japan, the United States, and Brazil do more than half the faculty feel that administrators support academic freedom.

What might be the reasons for this widespread dissatisfaction? One possibility is that as higher education dramatically expanded to accommodate increasing numbers of students, colleges and universities developed a hierarchical "industrial model" of governance. Layers of administrators were created to handle everything from personnel policies

to facilities to financial aid. Faculty, organized administratively into academic divisions and departments, became more and more removed from issues affecting the institution as a whole. Decisions emanating from afar often seemed at odds with daily realities, creating within the institution a climate of confusion and sometimes distrust.

Worldwide, governance arrangements in universities and colleges which increased "efficiency" also reduced communication and collegiality, becoming a clear source of faculty frustration. How can the governance of higher education be improved and collegiality strengthened? Is it possible to increase the quality of discourse by bringing together professors and administrators to solve pressing issues while fostering mutual trust and respect? What can faculty from various countries learn from one another regarding governance?

VI. Higher Education and Society

Colleges and universities are deeply embedded in the societies they serve. An issue of special focus in this study was the health of that relationship. Do scholars have academic freedom? What respect is assigned to professors, and how do academics, in turn, extend their work into society at large? Finally, is the integrity of higher learning being sustained?

Since some universities are publicly controlled while others are independent, it is hardly surprising that differences exist among countries in the relationship between government and higher education. When we asked faculty whether government should define the overall policies for higher education, affirmative replies ranged from a high of 90 percent in Russia to a low of 10 percent in the United States, with other countries clustering at the 40 percent level. When asked if government interferes too much in important academic policies, about 90 percent of the faculty in Korea agree. In Chile only 17 percent agree. In the United States one-third agree.

In reviewing these data we are left with key questions: In balancing national and international goals, what should be government's role in shaping the overall policy for higher education? What issues are of legitimate *public* concern? And how can an appropriate balance be struck between shaping national policy and maintaining the independence of the academy?

No issue is more crucial to the professoriate than academic freedom. And with the exception of Russia and Brazil, most faculty feel such freedom is strongly protected in their country. Also large majorities in every country say they are free to do research on any topic of special interest, and—with the exception of Russia—to determine the content of the courses they teach. In Korea and the United States, however, more than one-third feel there are political or ideological restrictions on what a scholar can publish. This is a disturbing trend, perhaps reflecting governmental oversight in

Korea and "political correctness" pressure in the United States. Will such pressures become a dominant force elsewhere?

Another matter of concern is the respect academics feel they receive in their own nation. The overall pattern of responses is not encouraging. About 60 percent of faculty overall feel respect for academics is declining in their country—ranging from nearly 80 percent in Brazil to around 40 percent in the Netherlands and Sweden. We also asked, "Are academics among the most influential people in your country?" Professors in Korea perceive a higher level of influence. Those in the United Kingdom perceive the least.

We are encouraged, however, by the attitude of faculty toward professional service. Specifically, we asked faculty to agree or disagree with this statement: "Faculty in my discipline have a professional obligation to apply their knowledge to problems in society." The response was overwhelmingly affirmative—ranging from over 90 percent in Germany to 60 percent in Russia. In the United States it is more than 80 percent. These figures reflect, we believe, the faculty's confidence in the practical value of their knowledge and their concern about larger social issues.

VII. The International Dimension

There is a lot of talk these days about "internationalizing" higher education, but to what extent is this actually occurring? How important are international connections to faculty? How do they feel about such collaboration? And to what degree are faculty and students already communicating across national lines?

We found that in all countries except Korea, close to 50 percent or more of faculty, at least occasionally, report that foreign students have been enrolled at their institutions. The United States is the highest. In this country, virtually all faculty members report that their institutions recently have been host to foreign students. The proportion of faculty saying that their students study in other countries also is impressive, ranging from a high of 81 percent in Japan to a low of 12 percent in Korea.

Overall, professors believe the curriculum should be more international in focus. The exception is Israel, where only 29 percent support this idea. Next lowest are the United States and Australia, where faculty support for a more international curriculum is around 45 percent. Are curricula in these countries already international in focus? Or do these faculty believe their students get sufficient exposure to international issues in other ways?

In the past three years, over half the professors in ten countries made trips abroad to study or do research. The range was quite wide. Israel led the way, with over 90 percent of respondents studying abroad. Brazil, Russia, and the United States trail behind, with only about one-third. Fewer faculty spend time teaching in other nations, but 65 percent of Israeli professors say they have taught abroad in the past three years, followed by those from the Netherlands and Hong Kong. Fewer than 10 percent of faculty from the United States, Russia, Korea, Japan, and Brazil have recently taught overseas.

Faculty in all countries almost unanimously agree that they must read books or journal articles published abroad to keep up with developments

in their discipline. Here again, the response was lowest in the United States. How is this to be interpreted? Is this because American professors are more parochial than those elsewhere? Or is it because this country is a worldwide center for academic publication?

Lastly, faculty also agree that connections with scholars in other countries are important for their professional work. And when asked whether an international connection is important in faculty evaluation, over 60 percent of the faculty in four countries—Israel, Japan, Sweden, and Chile—say yes. In Russia only about 20 percent agree.

It is especially encouraging to find a deep conviction among faculty that higher education is, in fact, an international enterprise and that the academic profession is becoming a global community. We are left with a series of vital questions: What will be the consequences of the new, electronic, international age, and how will the professoriate adapt? How will a newly connected "network of scholars" affect campus policy making? Will we, for example, see common procedures in the evaluation of scholarship? Will procedures regarding credits and courses and student evaluation begin to converge? In the days ahead, we anticipate that in all of these matters national boundaries will become less consequential to intellectual work.

Reflections: Prospects for the Future

The geographic lines dividing the world of scholarship are becoming blurred. A global community of academic interests is emerging. Scholars everywhere, while maintaining national distinctions, acknowledge common concerns—not just intellectually but professionally as well. And in the century ahead, three critical issues will influence profoundly the shape and vitality of higher learning all around the world.

First, *student access*. Faculty members in most countries express a strong commitment to expanding opportunity. While cautiously concluding that not all young people in their countries are capable of completing secondary education, faculty strongly agree that access to higher education should be available to all who meet minimum entrance requirements. These expectations, which fall short of full access, still go far beyond current practice in most countries and reflect, we believe, a truly remarkable success story for the continued democratization of education.

At the same time, most faculty reject the idea of lowering academic standards to admit disadvantaged students. They also express frustration that college students are often inadequately prepared in the basic skills, indicating a continuing tension both here and abroad between access and excellence. Still, it's truly impressive that academics support the expansion of educational opportunities, which signals a continuing international movement from "elite" to "mass" higher education.

The second key issue is *governance*. In the years following World War II, a more complex, more bureaucratic administrative structure was established on campuses in many countries, most especially in the United States. It is argued that this "industrial model" of governance led to more efficiency and greater accountability in higher education. But the cost of these gains has been a breakdown in collegiality. Large numbers of faculty in many countries feel they are not influential in shaping academic policies at their institutions, are dissatisfied with the relationship between faculty and administration, and seem to distrust campus leadership.

In the 1960s, higher education faced a worldwide crisis of student alienation. Today, the crisis centers on ineffective governance arrangements. Frankly, it's difficult to imagine how universities can adjust creatively to changing times if academics and administrators do not communicate authentically with each other, not just about procedural matters, but about the larger purposes of the institution.

The third issue relates to *teaching, research, and service*. The continuing tension between classroom instruction and research persists, not only in the United States, but elsewhere, too. A solid majority of faculty in most countries feel pressured to do more research than they actually would like to do. Clearly, the challenge is to move beyond the teaching *versus* research debate and give to scholarship a broader, more efficacious meaning, one that not only promotes the scholarship of *discovering* knowledge, but also the scholarship of *transmitting* knowledge in the classroom.

Finally, there is service. Today, professors all around the world support the idea of wider engagement. Overwhelmingly, they feel a professional obligation to apply their knowledge to problems of society, building a bridge between theory and practice. Yet, ironically, in many countries professional service is barely recognized in the evaluation of faculty work, and professors who spend too much time applying their knowledge to real life issues may, in fact, jeopardize their careers.

The United States is, occasionally, cited as an exception. Faculty, on many campuses, often engage in administrative and committee work, which is considered a form of "service." While such activity is of merit, it does not fulfill the larger vision of the scholarship of applying knowledge, which even in the United States usually goes unrewarded. And as a consequence of such detachment, the influence of the professoriate seems to be declining at the very time the need for academic engagement is most urgent.

These issues taken together—*student access, campus governance,* and *teaching, research, and service*—are of great consequence to higher education. The academy must consider these questions:

- How will institutions of higher learning achieve both access *and* excellence?
- How can the university reorganize itself to achieve both efficiency *and* collegiality?
- How can both teaching and research be appropriately recognized and rewarded?
- And how can scholars also harness their collective talents for the public good?

Fortunately, an international community of scholarship is, in fact, evolving. Faculty everywhere are traveling abroad, studying the scholarship from other countries, and consulting with colleagues through electronic highways that circle the globe. This international network of knowledge and exchange is increasing connections within and across disciplines and creating new forums that will improve higher education worldwide, strengthening the quality of society itself. Clearly, the intellectual resources of higher learning were never greater and never more needed than they are today.

Technical Notes

We decided, early on, to include in our study countries that had rather well-developed and well-supported higher education systems. Faculty from all continents were included, and the only geographical region entirely absent is sub-Saharan Africa. In the end, the following nations were selected: the United States; Germany,[1] the Netherlands, Russia, Sweden, and the United Kingdom in Europe; Hong Kong, Japan, and Korea in Asia; Brazil, Chile, and Mexico in Latin America; Egypt[2] and Israel in the Middle East; and Australia.

This study, in addition to its international perspective, is also unique, we believe, in the way it was conducted. Research directors from each participating country came together both to plan and to implement the project. While the questionnaire we used is based on The Carnegie Foundation's original format for surveys of college and university faculty in the United States, it was significantly modified to reflect the international context of the new study and to focus on new topics identified by the international research group. The very process of designing the questionnaire was itself a revealing exercise, as differences in priorities of the professoriate, and even the meanings of basic concepts, were discovered, debated, and resolved.

The twelve-page questionnaire included over two hundred questions covering a wide variety of topics. A core of questions was used in every country. However, some questions were considered optional and in some instances, countries added questions to reflect specific national circumstances. The final questionnaire was translated into the languages

1. Only the former West Germany was included.
2. Due to technical problems, data from Egypt are not included in this report.

of each country (Arabic, Dutch, German, Hebrew, Japanese, Korean, Portuguese, Russian, and Spanish; the English version was used in Australia, Hong Kong, Sweden, the United Kingdom, and the United States). A common method was used to select institutions and faculty respondents and to ensure a reliable random sample. We asked for at least one thousand usable responses from each country. While the actual number of responses varied, they all fell within a range considered appropriate for survey studies of this kind.

Many of the figures included in this report reflect results to questions which include "agree," "neutral," and "disagree" response categories.

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3. Due to local circumstances, somewhat fewer questionnaires were collected in Israel, Hong Kong, and Russia.

Appendix

Members of the Research Team for The Carnegie Foundation for the Advancement of Teaching's "International Survey of the Academic Profession, 1991-1993"

Australia

Prof. Barry Sheehan, University of Melbourne

Dr. Anthony R. Welch, Faculty of Education, University of Sydney

Brazil

Prof. Simon Schwartzman, Research Center on Higher Education, University of Sao Paulo

Dr. Elizabeth Balbachevsky, Research Center on Higher Education, University of Sao Paulo

Chile

Dr. Ernesto Schiefelbein, Minister of Education, Republic of Chile, Santiago, and UNESCO-CRESALC, Santiago

Egypt

Dr. Anwar Mohamed El-Sharkawy, Director, National Center for Educational Research and Development, Cairo (1991)

Dr. Mohamed M. Mohieddin, Social Research Center, American University in Cairo

Germany

Prof. Dr. Ulrich Teichler, Center for Higher Education and Work, Comprehensive University of Kassel

Dr. Jurgen Enders, Center for Higher Education and Work, Comprehensive University of Kassel

Hong Kong

Dr. Gerard Postiglione, Faculty of Education, University of Hong Kong

Israel

Prof. Michael Chen, School of Education, University of Tel-Aviv

Dr. Esther Gottlieb, State Teachers College-Seminar Hakibbutzim, Tel-Aviv

Dr. Ruth Yakir, State Teachers College-Seminar Hakibbutzim, Tel-Aviv

Japan

Prof. Akira Arimoto, Research Institute for Higher Education, Hiroshima National University

Korea

Prof. Sungho Lee, School of Education, Yonsei University, Seoul, and former deputy Minister of Higher Education, Government of the Republic of Korea

Mexico

Prof. Manuel Gil Anton, Instituto Politecnico Nacional, Mexico City

Netherlands

Prof. Frans van Vught, Center for Higher Education Policy Studies, University of Twente, Enschede

Prof. Peter Maassen, Center for Higher Education Policy Studies, University of Twente, Enschede

Russia

Prof. Alexander Savelyev, Director, Russian Research Institute on Higher Education, Moscow

Sweden

Dr. Hans Jalling, Council for the Renewal of Undergraduate Education, Stockholm

Prof. Thorsten Nybom, Council for Studies on Higher Education, Stockholm

Dr. Karsen Lundequist, Council for Studies on Higher Education, Stockholm

United Kingdon

Prof. Oliver Fulton, Department of Educational Research, University of Lancaster

United States

Dr. J. Eugene Haas, The Carnegie Foundation for the Advancement of Teaching, Princeton, New Jersey

Consultant

Prof. Philip G. Altbach, School of Education, Boston College, Chestnut Hill, Massachusetts, and Senior Associate, The Carnegie Foundation for the Advancement of Teaching, Princeton, New Jersey

Figure 1.

What Is Your Gender?

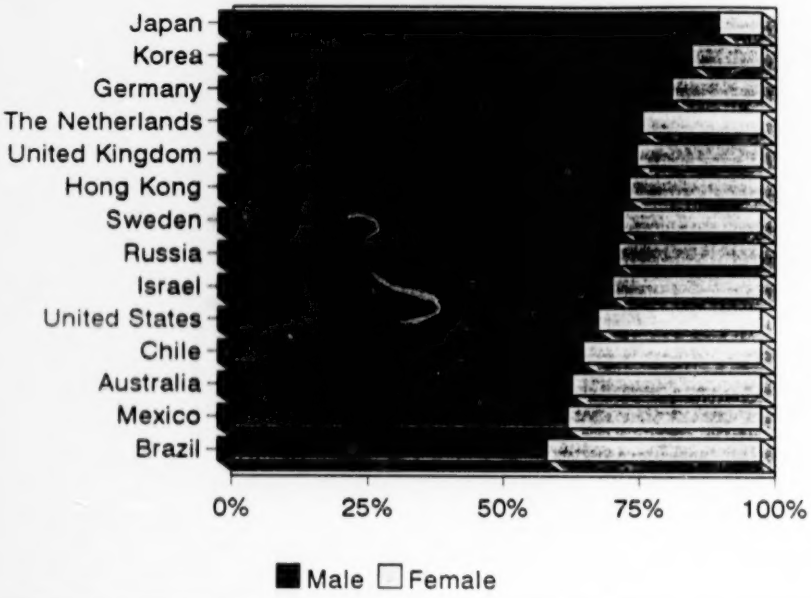

Figure 2.

How Old Are You?

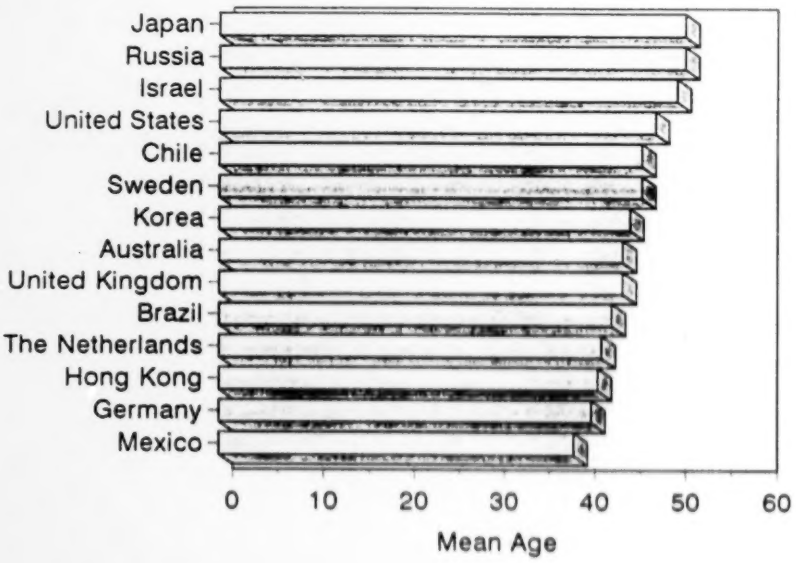

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Figure 3.

What are the Characteristics of Your Current Employment at this Institution?

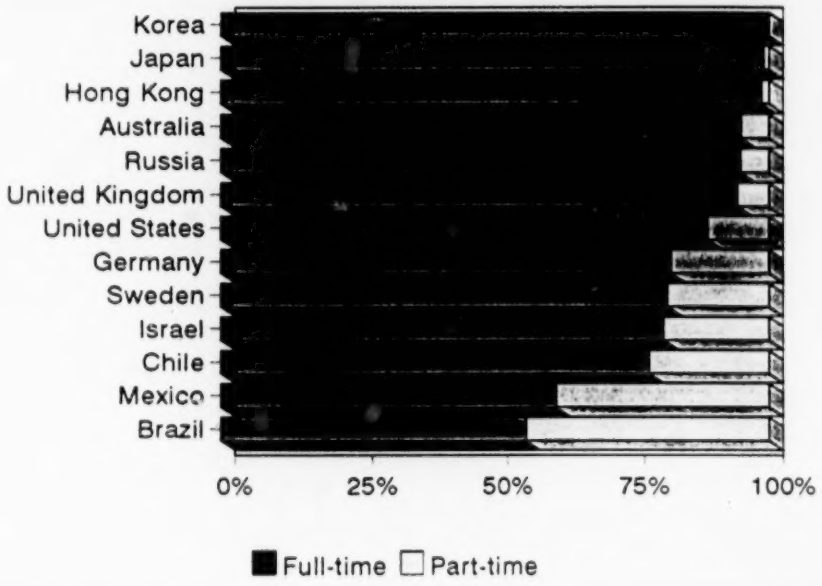

Figure 4.

Do You Currently Hold Other Paid Academic Positions Outside this Institution?

(percentage agreeing)

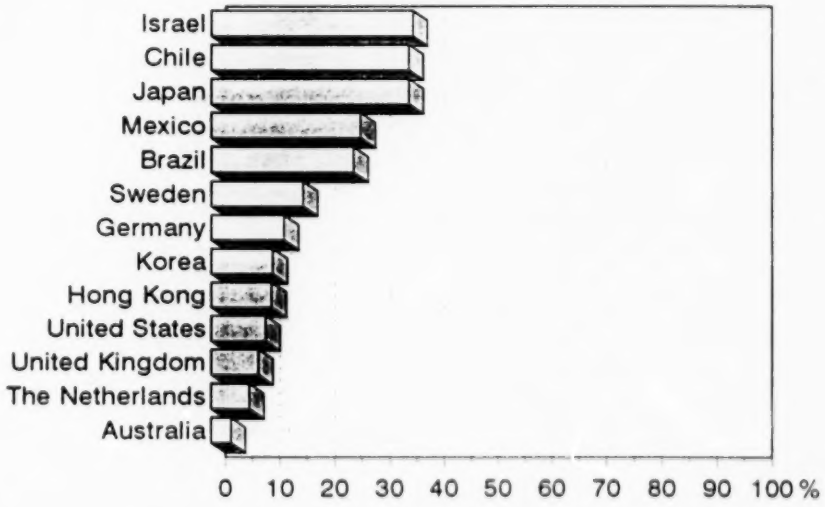

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Figure 5.

Do You Currently Hold Other Paid Nonacademic Positions Outside This Institution?

(percentage agreeing)

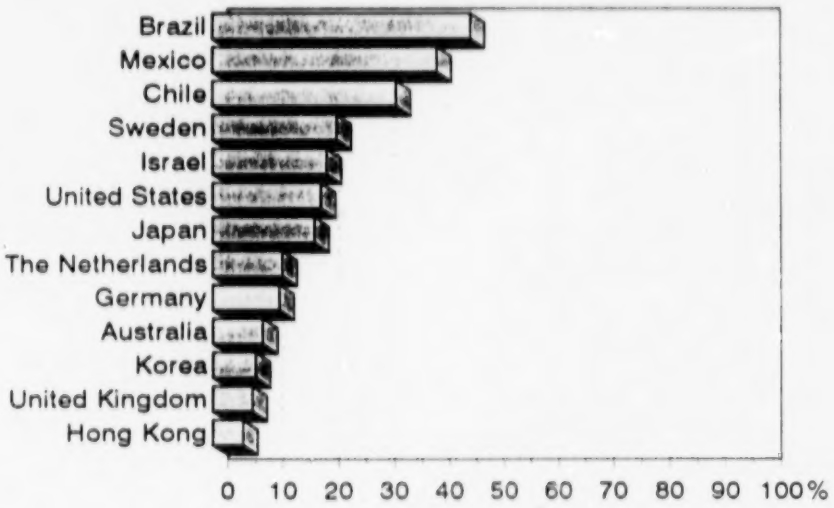

Figure 6.

In Your Opinion, What Percentage of Young People in Your Country Are Capable of Completing Secondary Education?

(mean percentage)

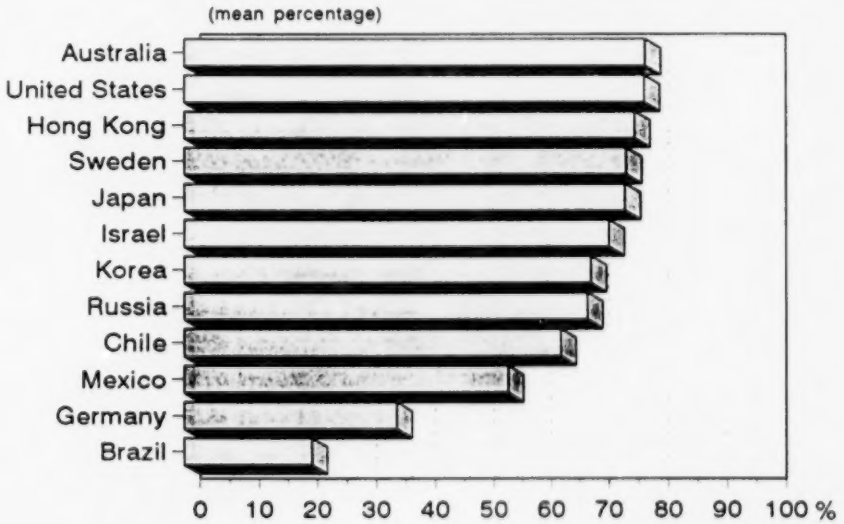

Figure 7.

In Your View, What Percentage of Students Who Complete Secondary Education Should Be Admitted to Higher Education?

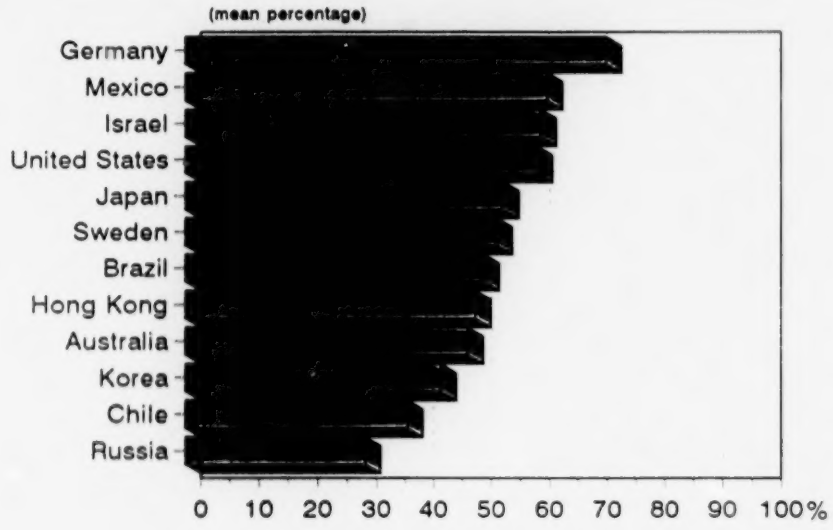

Figure 8.

Access to Higher Education Should Be Available to All Who Meet Minimum Entrance Requirements.

(percentage agreeing)

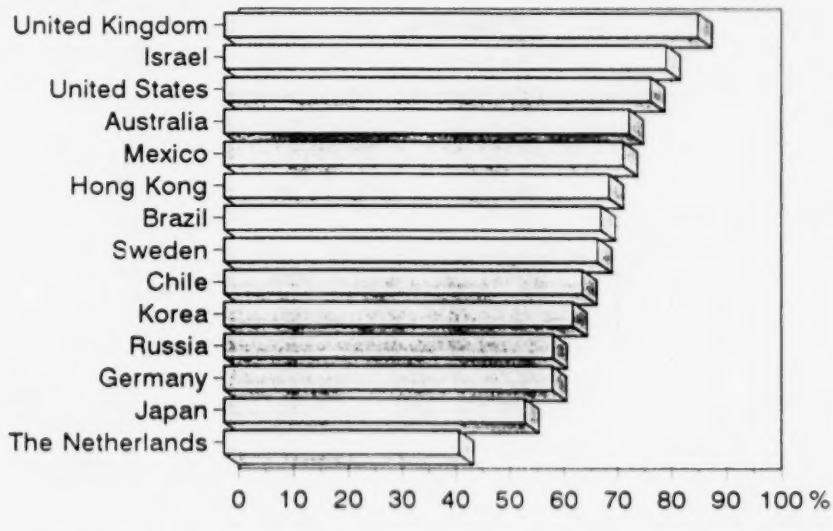

Figure 9.

Admission Standards Should be Lowered to Permit Disadvantaged Students to Enroll at this Institution.

(percentage agreeing)

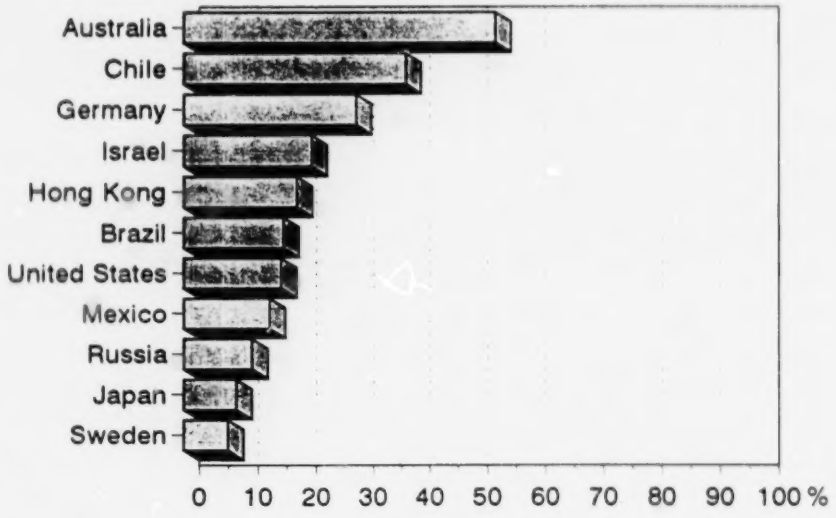

Figure 10.

Undergraduates Are Adequately Prepared in Written and Oral Communication Skills.

(percentage agreeing)

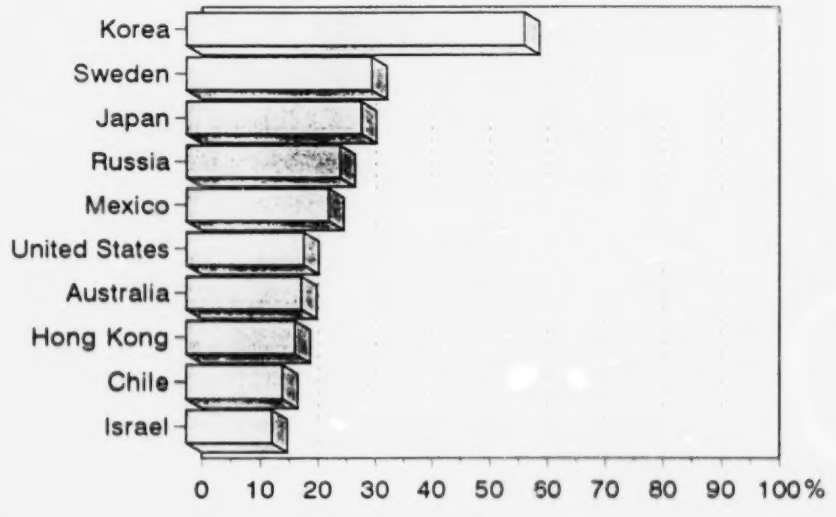

Figure 11.

Undergraduates Are Adequately Prepared in Mathematics and Quantitative Reasoning Skills.

(percentage agreeing)

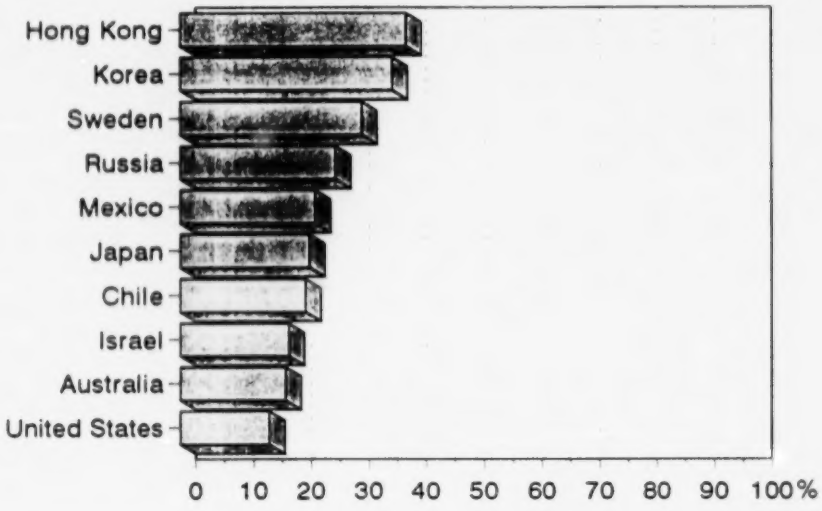

Figure 12.

How Would You Rate the Quality of Students Currently Enrolled in your Department?

(percentage responding "excellent" or "good")

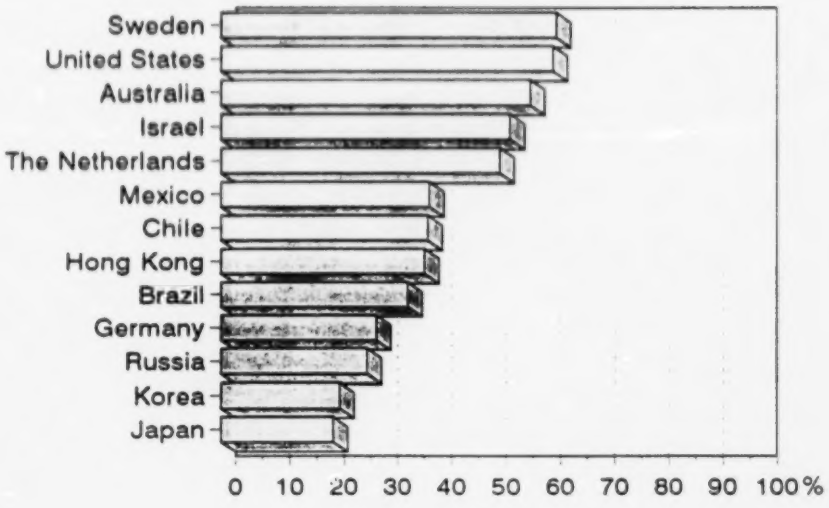

Figure 13.

Please Indicate the Degree to Which Your Affiliation with Your Academic Discipline Is Important to You.

(percentage responding "very important")

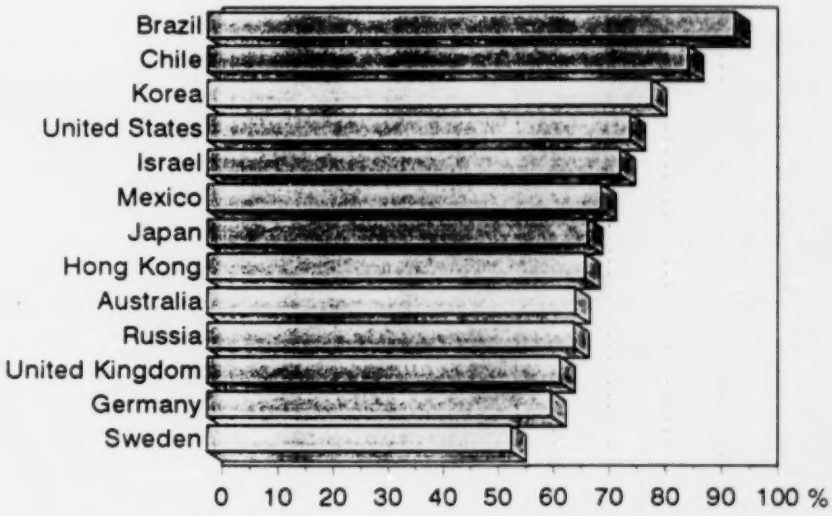

Figure 14.

Please Indicate the Degree to Which Your Affiliation with this Institution Is Important to You.

(percentage responding "very important")

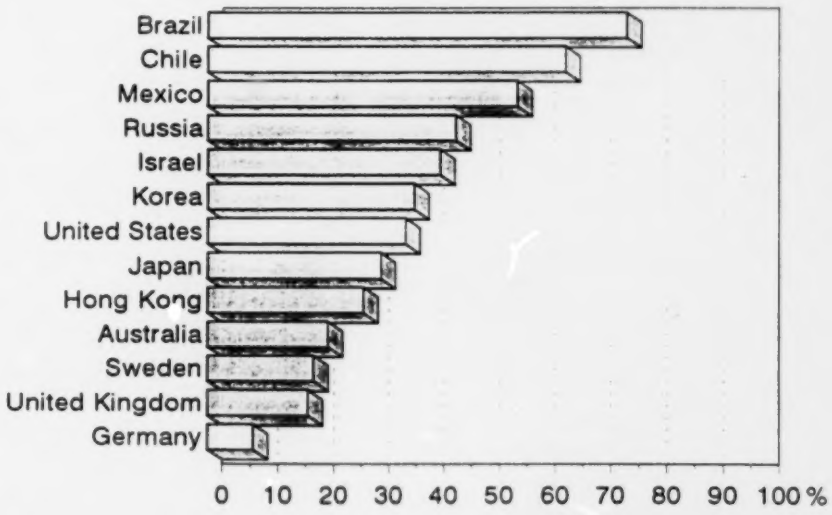

Figure 15.

Do Your Interests Lie Primarily In Teaching or Research?

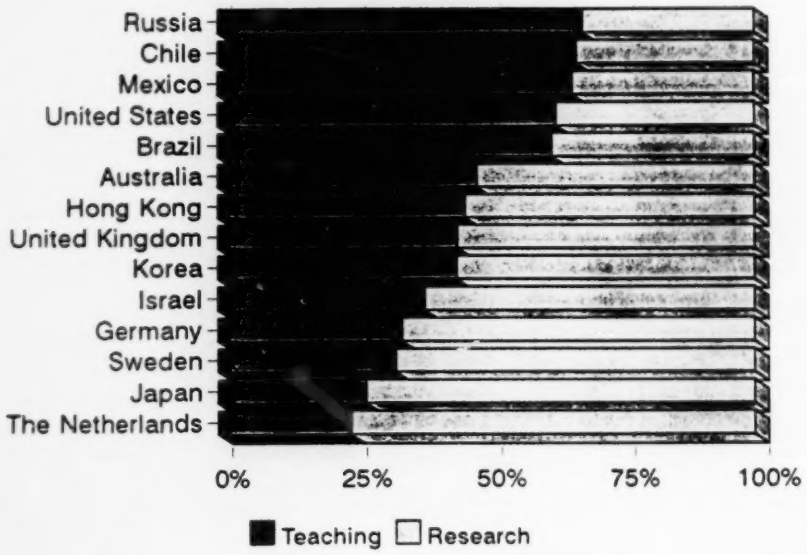

Figure 16.

The Pressure to Publish Reduces the Quality of Teaching at this Institution.

(percentage agreeing)

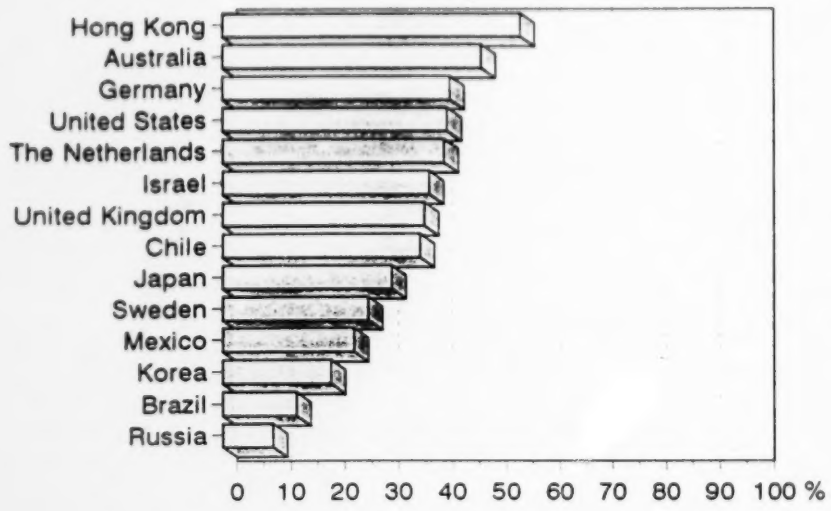

Figure 17.

Have You Published Articles in an Academic Book or Journal in the Past Three Years?

(percentage agreeing)

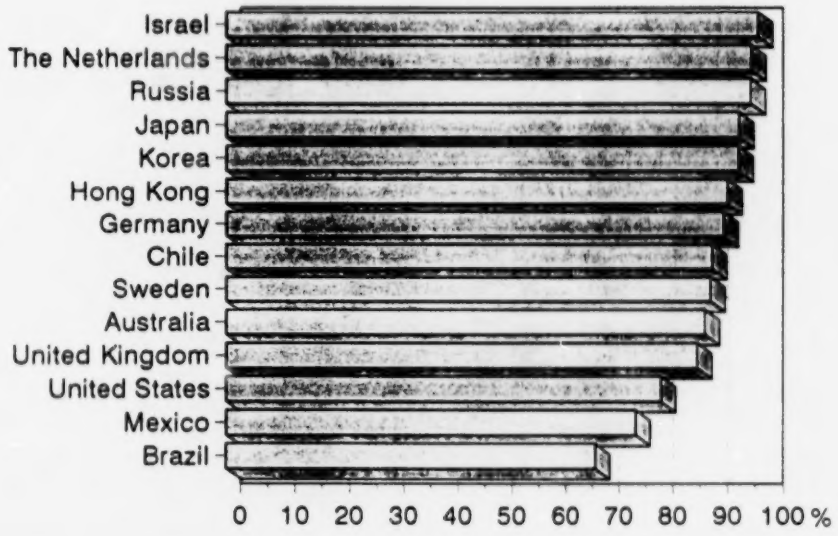

Figure 18.

Have You Authored Scholarly Books in the Past Three Years?

(percentage agreeing)

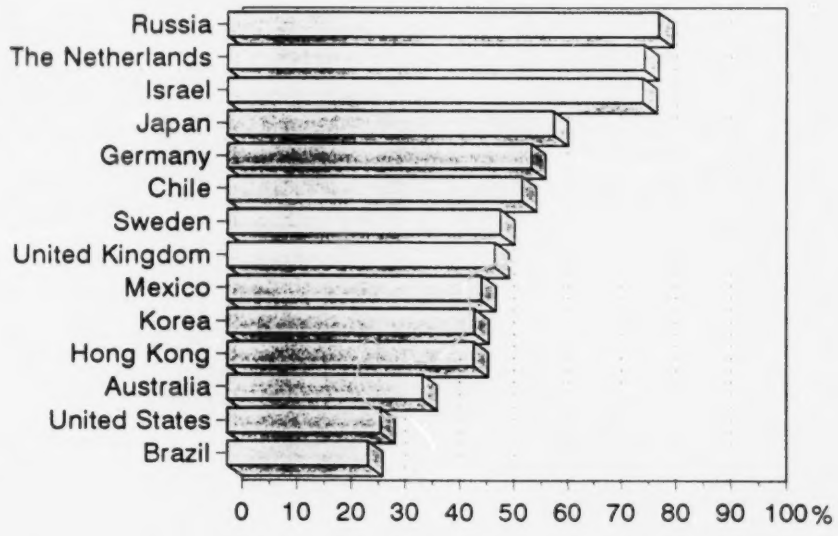

Figure 19.

Have You or Your Research Group Received Any Grants or Special Funding in the Last Three Years?

(percentage agreeing)

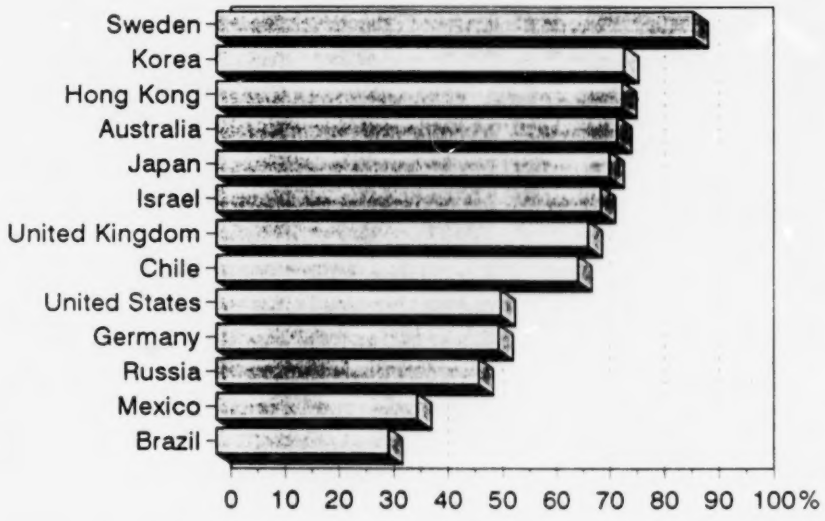

Figure 20.

Please Estimate the Total Amount of Research Funding You or Your Research Group Received Over the Last Three Years.

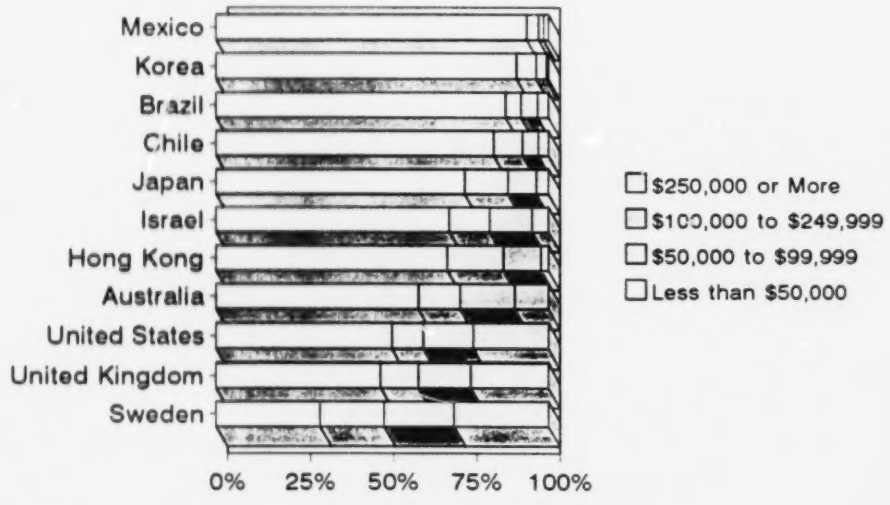

Figure 21.

Research Funding in My Field Is Easier to Get Now than it Was Five Years Ago.

(percentage agreeing)

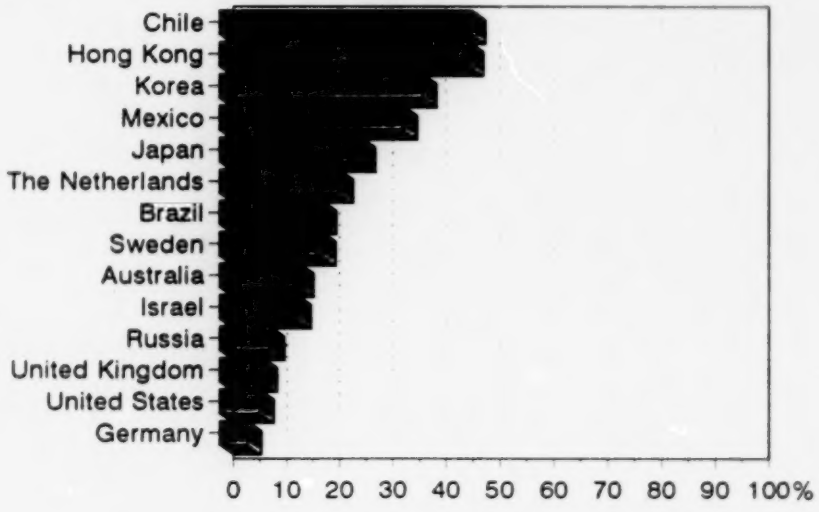

Figure 22.

A Strong Record of Successful Research Activity Is Important in Faculty Evaluation at this Institution.

(percentage agreeing)

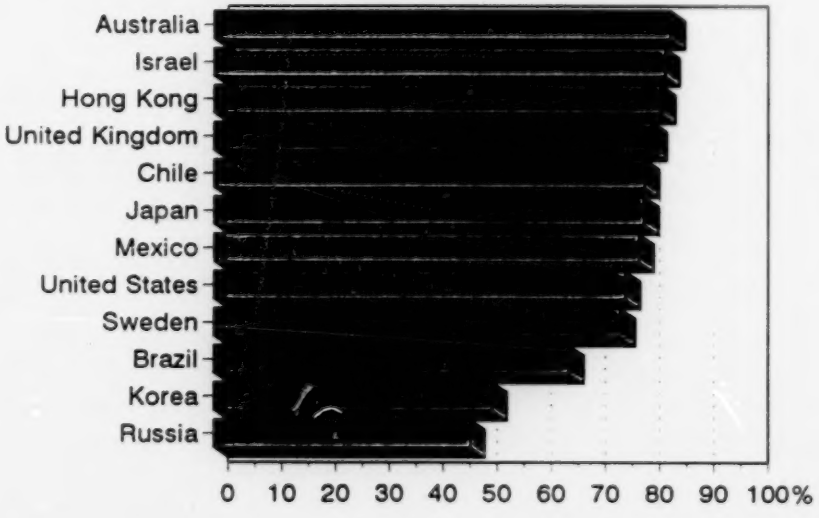

Figure 23.

In My Department it is Difficult for a Person to Achieve Tenure if He or She Does Not Publish.

(percentage agreeing)

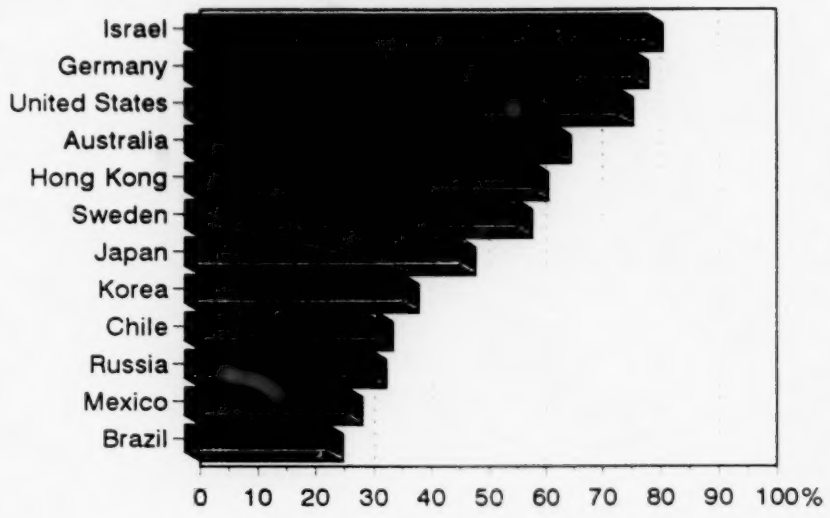

Figure 24.

I Frequently Feel Under Pressure to Do More Research than I Actually Would Like to Do.

(percentage agreeing)

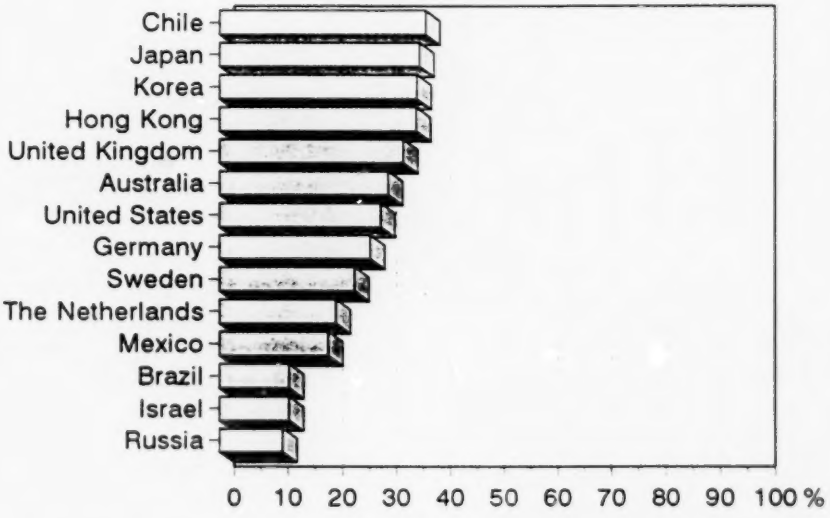

Figure 25.

Is Your Teaching Regularly Evaluated?
(percentage agreeing)

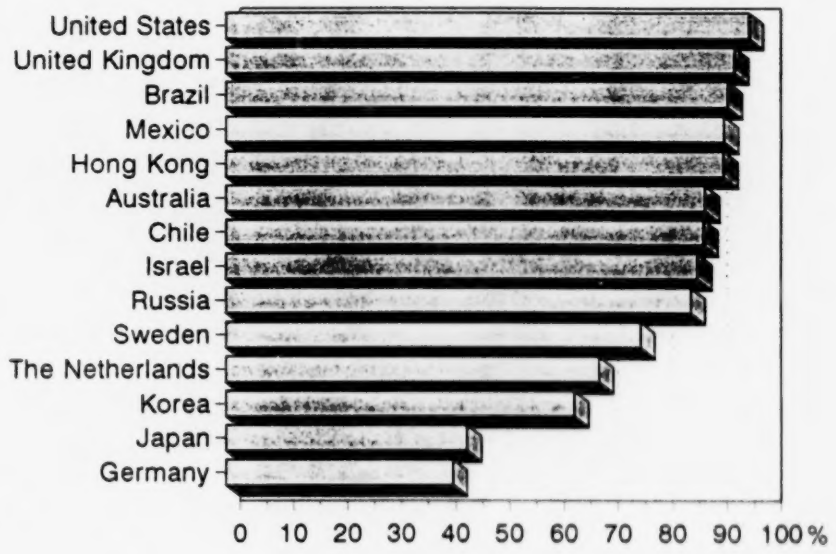

Figure 26

Is Your Research Regularly Evaluated?
(percentage agreeing)

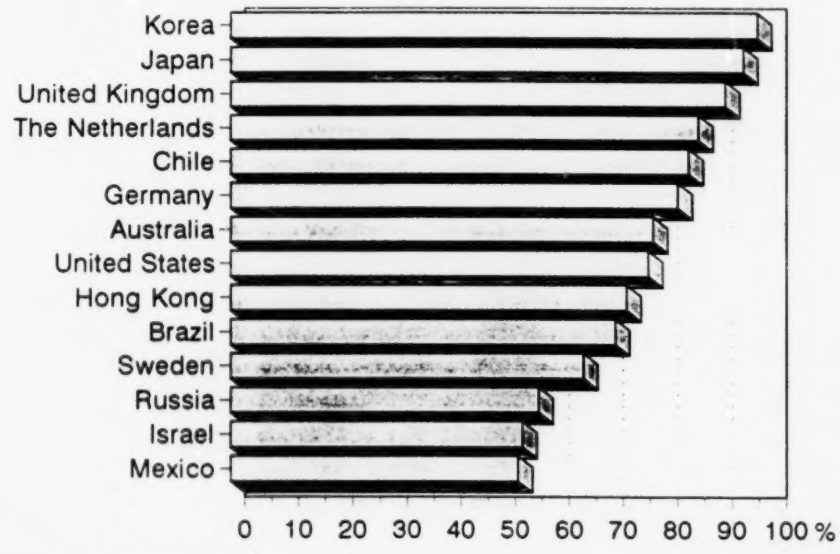

Figure 27.

Are Your Service Activities Regularly Evaluated?

(percentage agreeing)

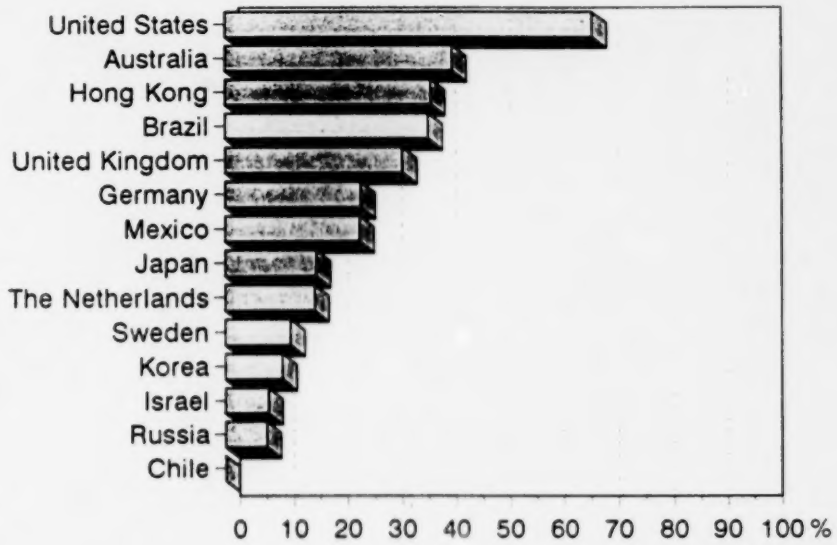

Figure 28

Student Opinions Should Be Used in Evaluating the Teaching Effectiveness of Faculty.

(percentage agreeing)

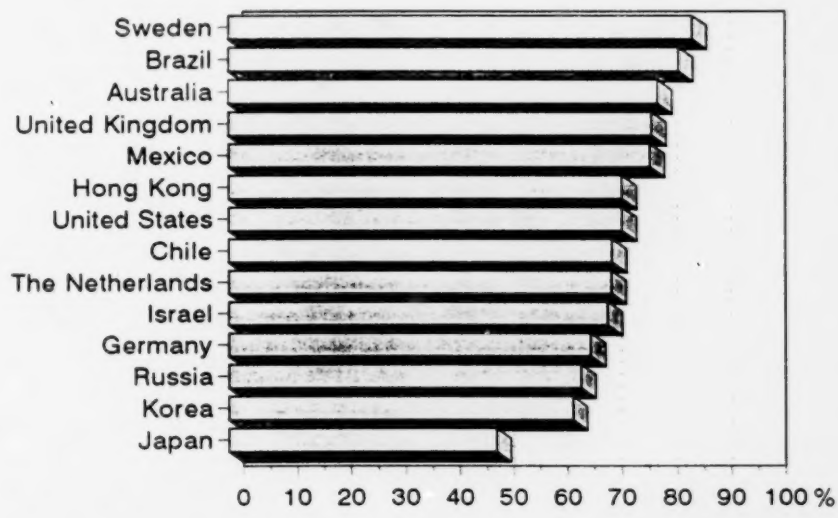

Figure 29.

Is Your Teaching Regularly Evaluated by Your Students?

(percentage agreeing)

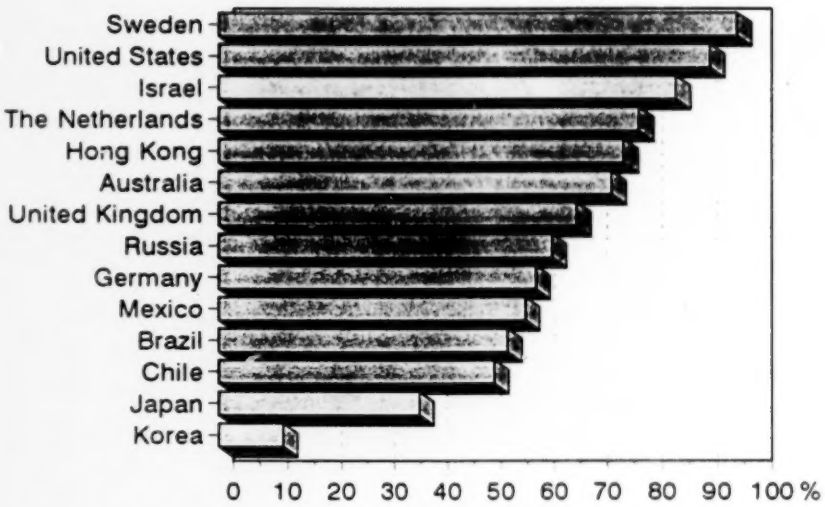

Figure 30.

At this Institution, We Need Better Ways to Evaluate Teaching Performance.

(percentage agreeing)

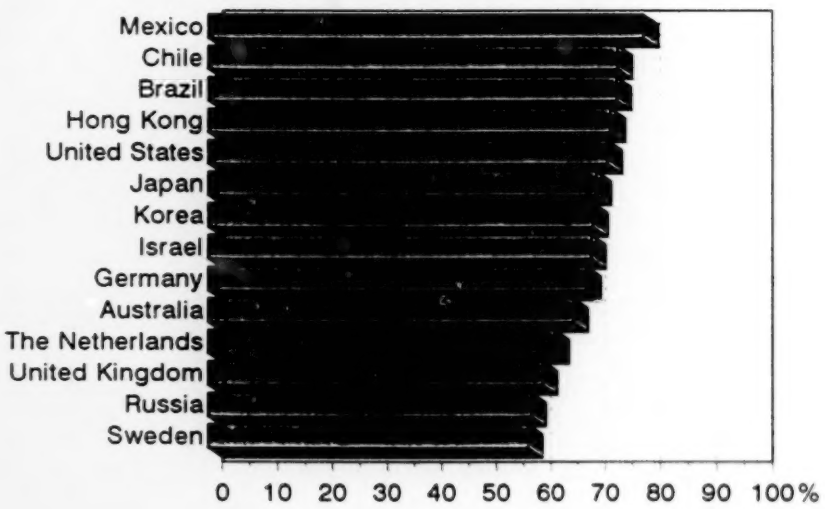

Figure 31.

At This Institution Publications Used for Promotion Decisions Are Just "Counted," Not Qualitatively Evaluated.

(percentage agreeing)

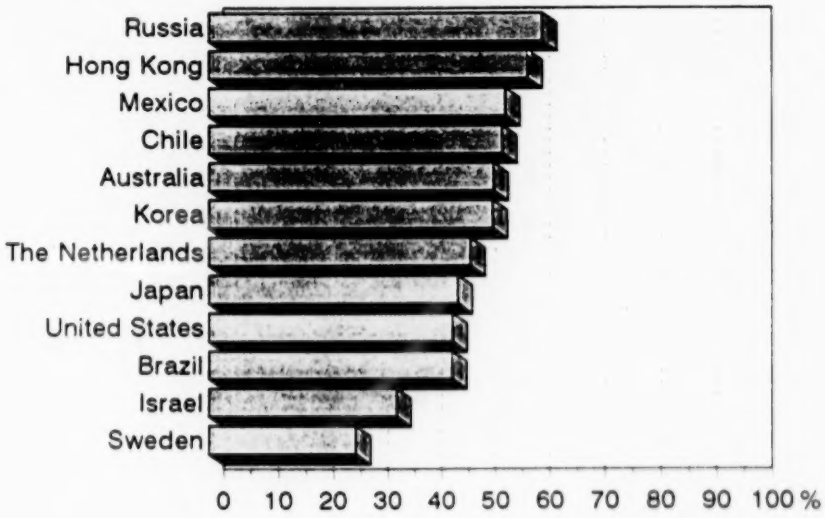

Figure 32.

How Would You Rate Your Own Academic Salary?

(percentage responding "excellent" or "good")

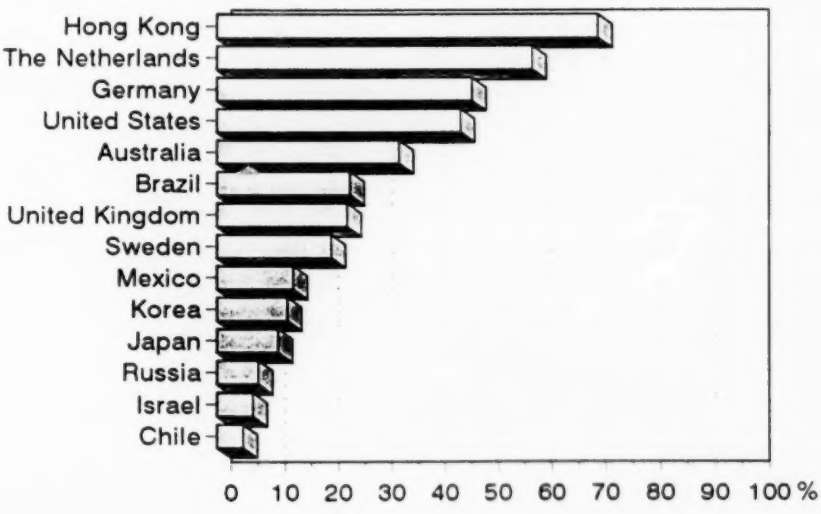

Figure 33.

From an Economic Standpoint, It Is Necessary for Me to Engage in Paid Consulting Work.

(percentage agreeing)

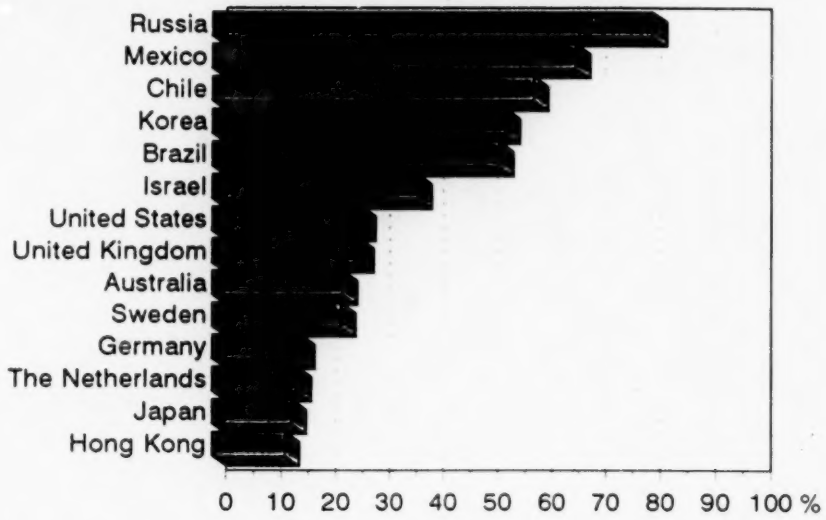

Figure 34.

My Job Is a Source of Considerable Personal Strain.

(percentage agreeing)

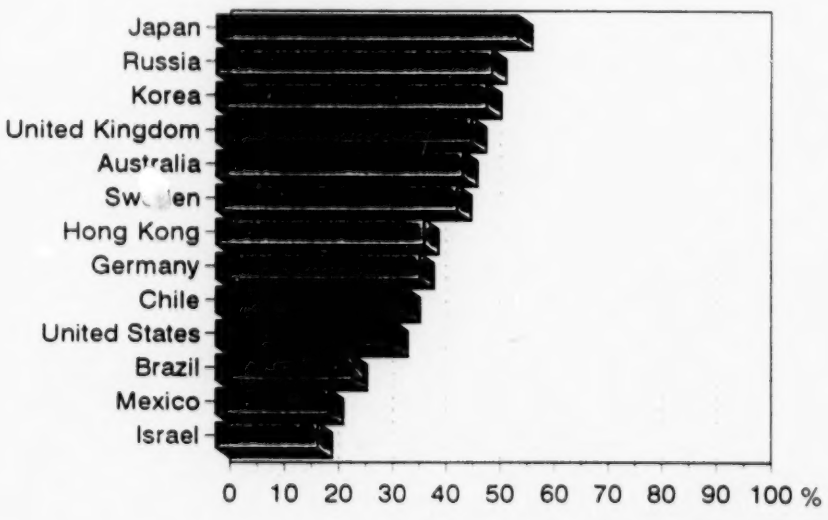

Figure 35

How Would You Evaluate the Technology for Teaching at this Institution?

(percentage responding "excellent" or "good")

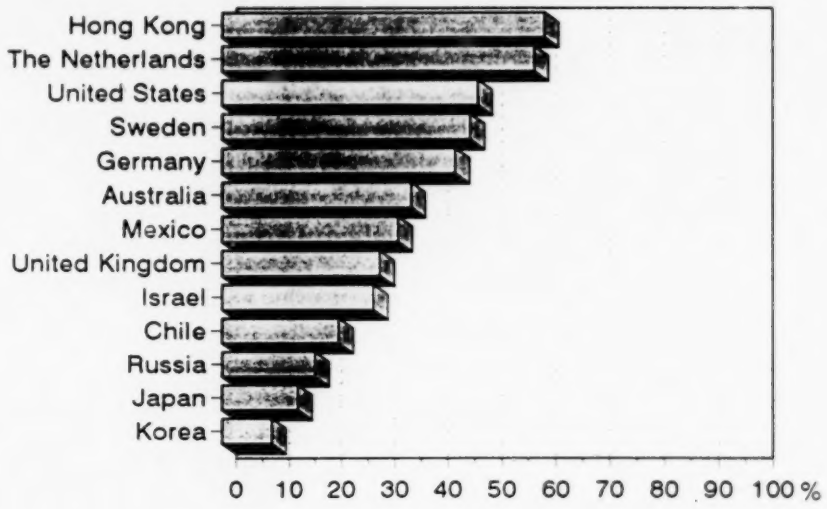

Figure 36

How Would You Evaluate the Research Equipment and Instruments at this Institution?

(percentage responding "excellent" or "good")

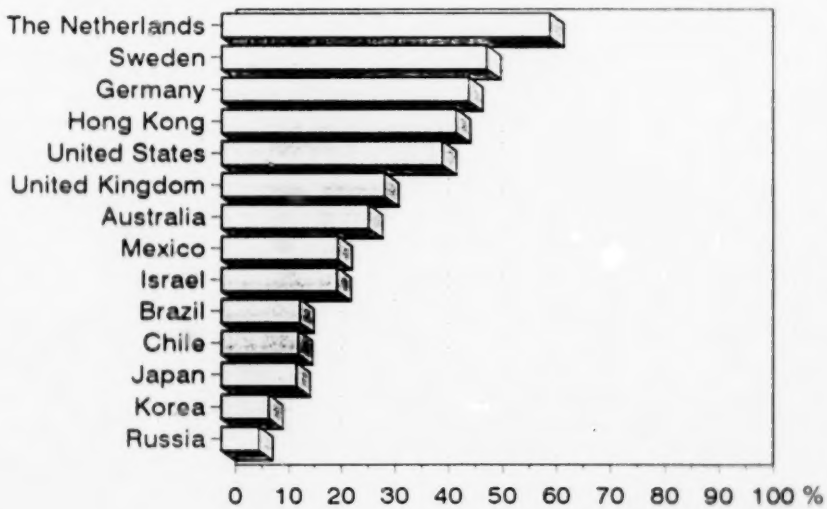

Figure 37.

How Would You Evaluate the Computer Facilities at this Institution?

(percentage responding "excellent" or "good")

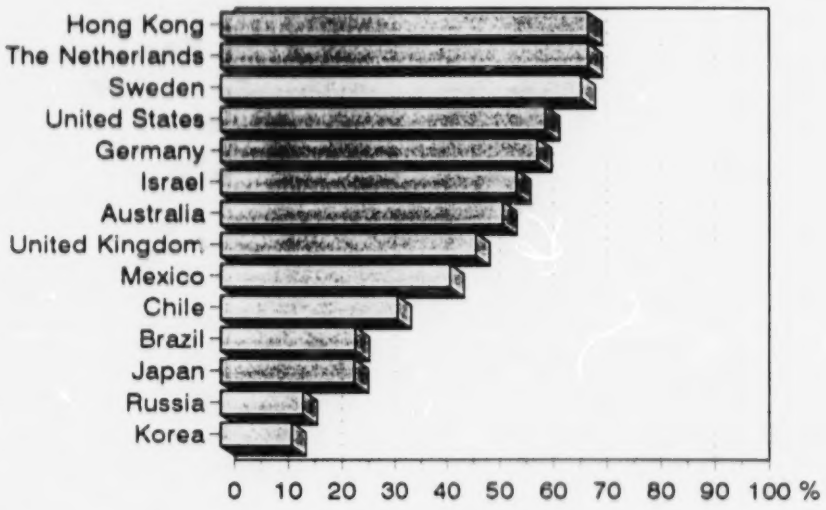

Figure 38.

How Would You Evaluate the Library Holdings at this Institution?

(percentage responding "excellent" or "good")

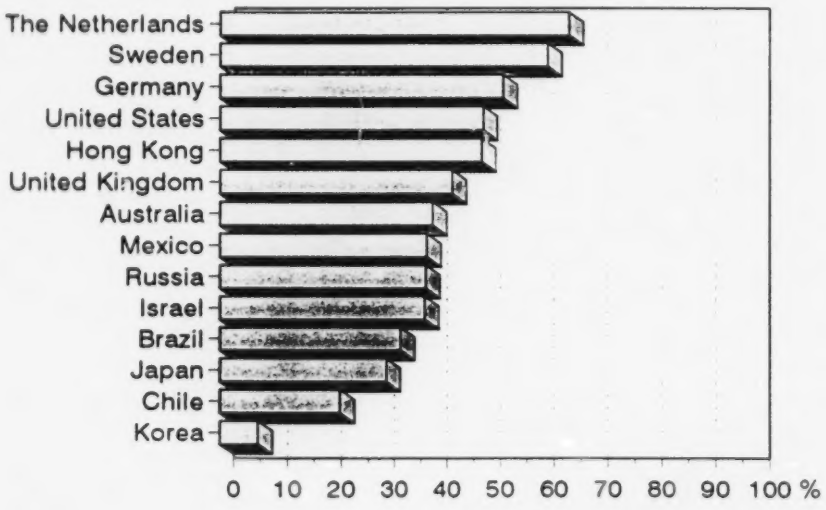

Figure 39.

This Is an Especially Creative and Productive Time in My Field.

(percentage agreeing)

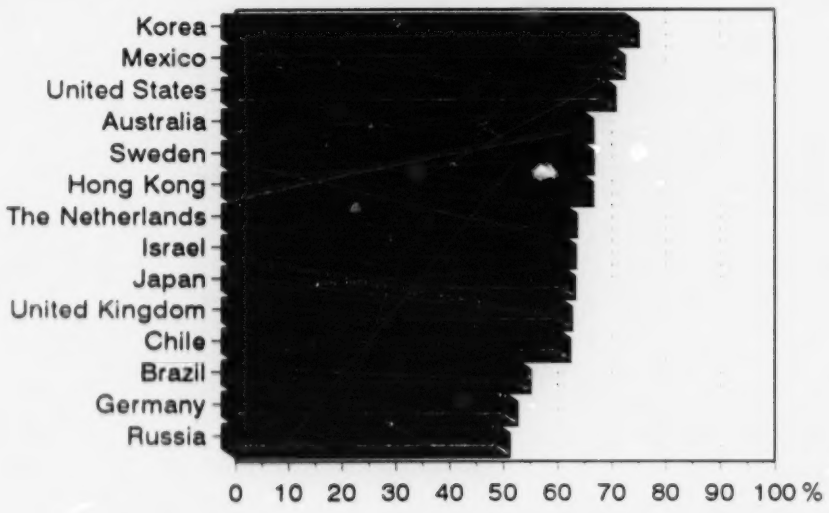

Figure 40.

To What Extent Are You Satisfied with the Courses You Teach?

(percentage responding "satisfied")

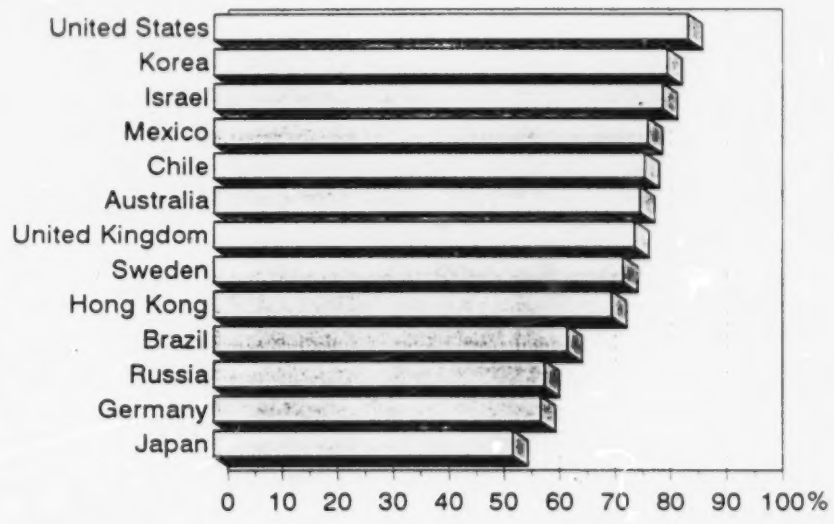

Figure 41.

To What Extent Are You Satisfied with the Opportunity to Pursue Your Own Ideas?

(percentage responding "satisfied")

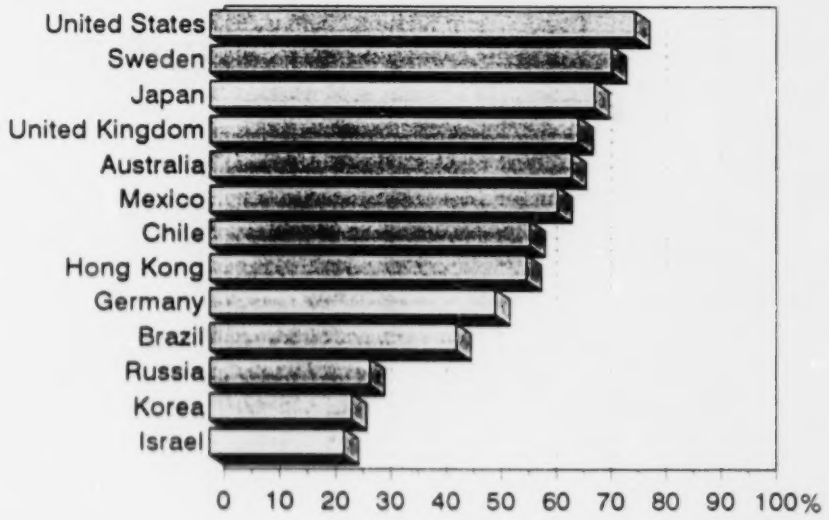

Figure 42

To What Extent Are You Satisfied with Your Relationships with Colleagues?

(percentage responding "satisfied")

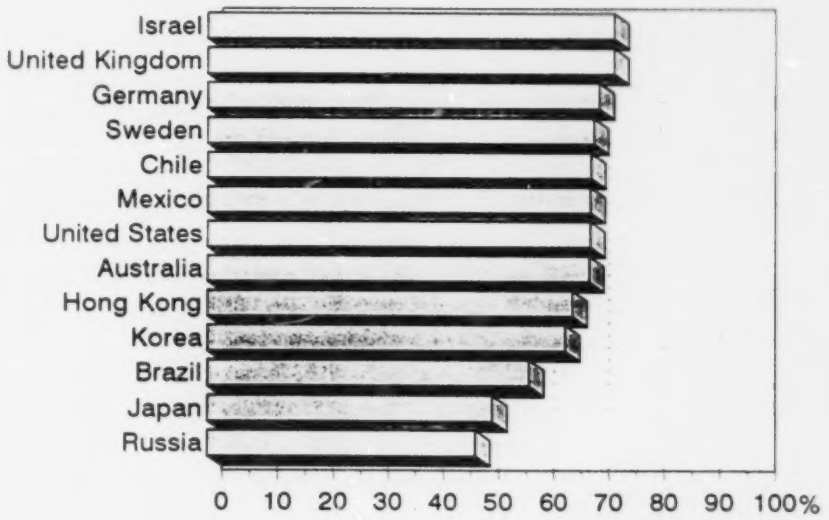

Figure 43.

Based on Your Experience at this Institution, How Would You Assess the Intellectual Atmosphere?

(percentage responding "excellent" or "good")

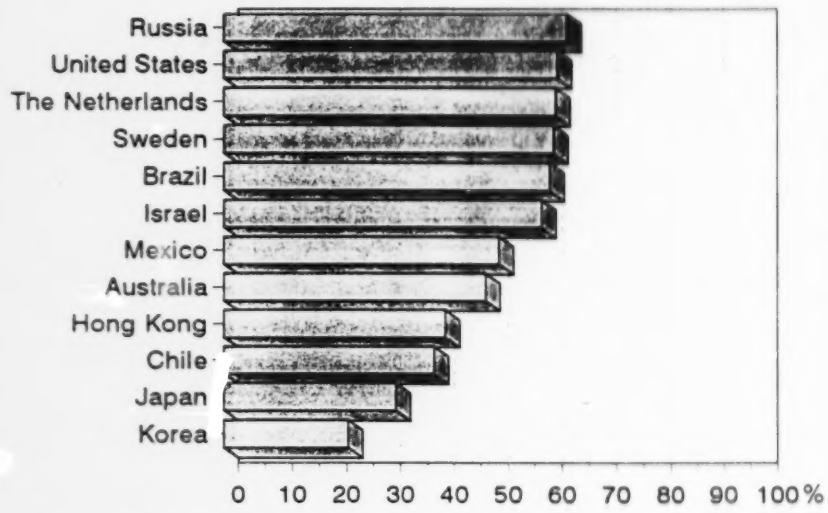

Figure 44.

This Is a Poor Time for any Young Person to Begin an Academic Career in My Field.

(percentage agreeing)

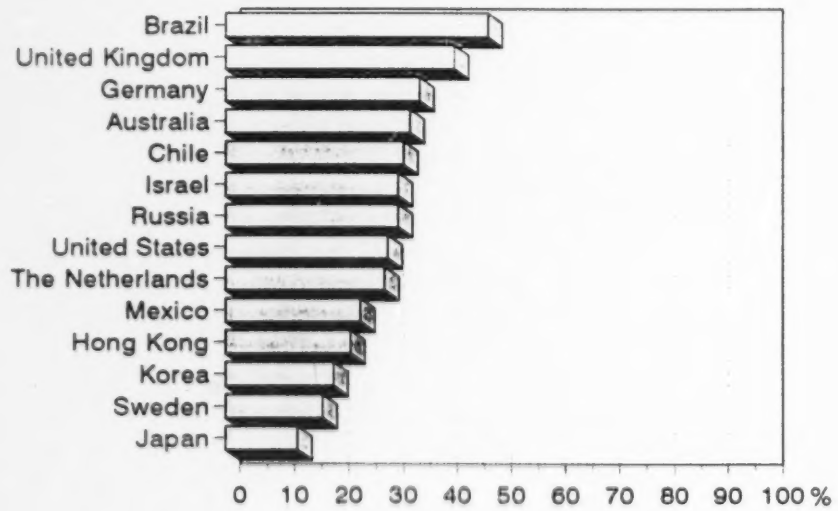

Figure 45.

If I Had it to Do Over Again, I Would Not Become an Academic.

(percentage agreeing)

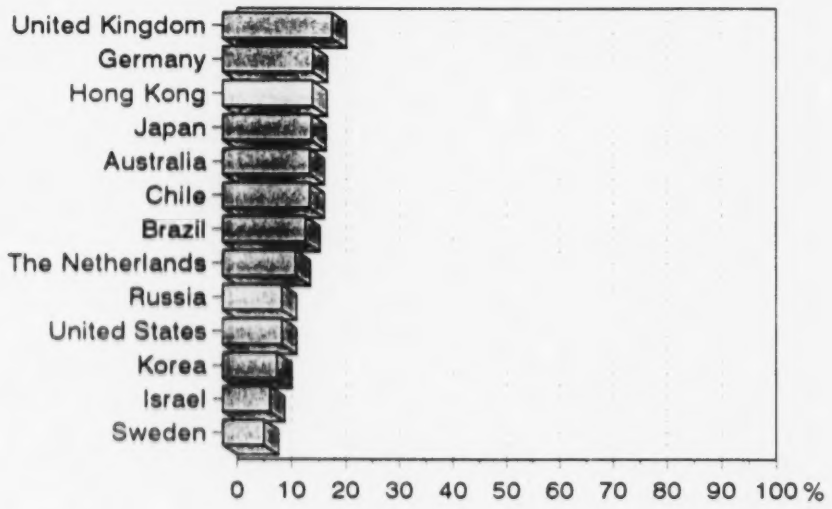

Figure 46.

How Influential Are You, Personally, in Helping to Shape Key Academic Policies at the Institutional Level?

(percentage responding "not at all influential")

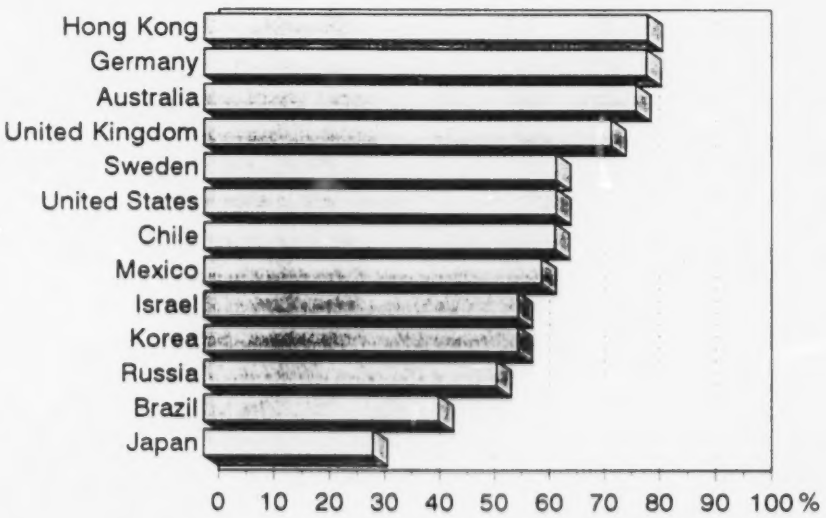

Figure 47.

Based On Your Experience at This Institution, How Would You Assess Relationships Between Faculty and Administration?

(percentage responding "fair" or "poor")

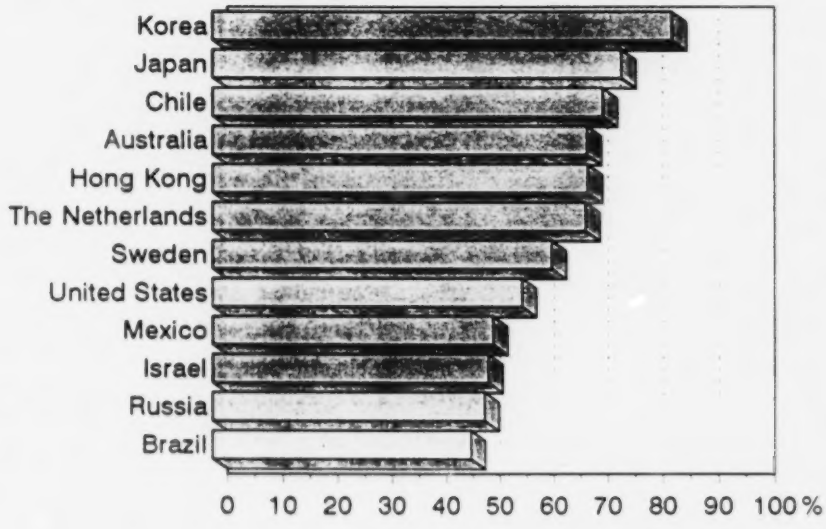

Figure 48.

I Am Kept Informed About What Is Going on at this Institution.

(percentage agreeing)

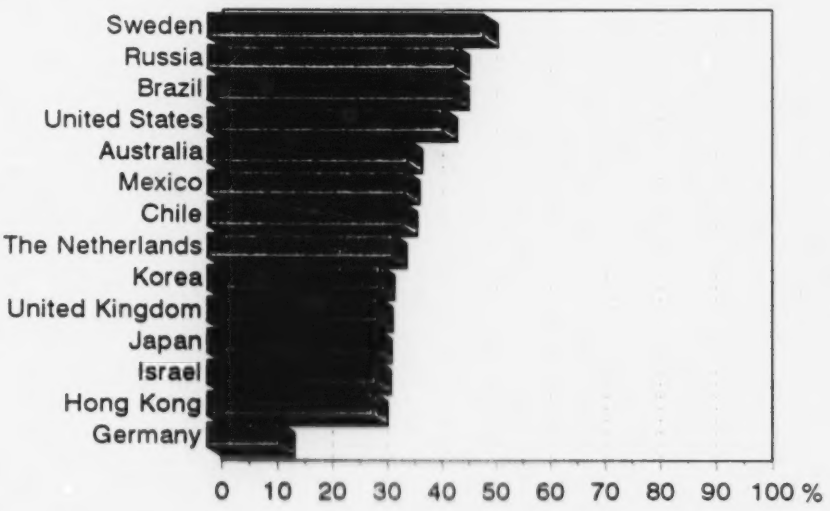

Figure 49.

Communication Between the Faculty and the Administration Is Poor.

(percentage agreeing)

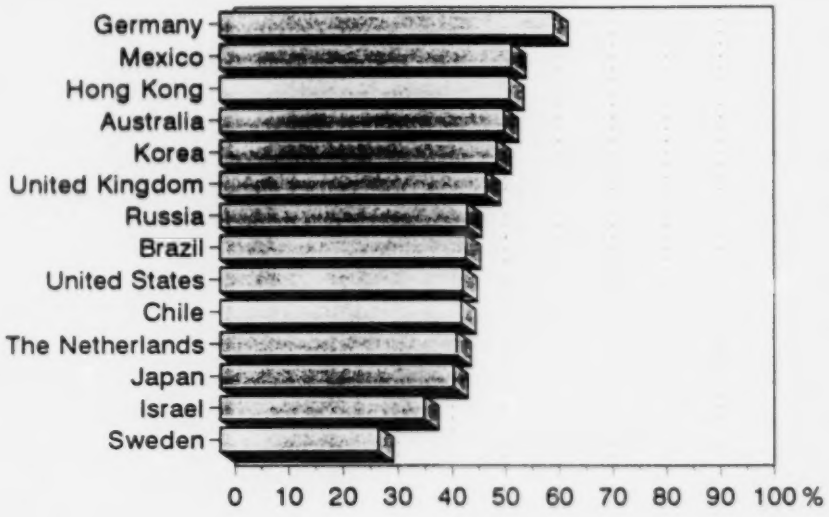

Figure 50.

The Administration Is Often Autocratic.

(percentage agreeing)

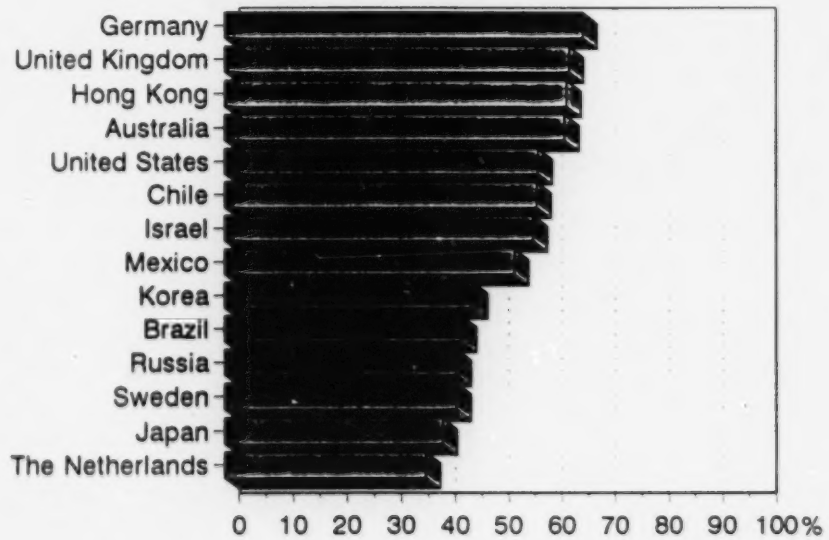

Figure 51.

Lack of Faculty Involvement Is a Real Problem.

(percentage agreeing)

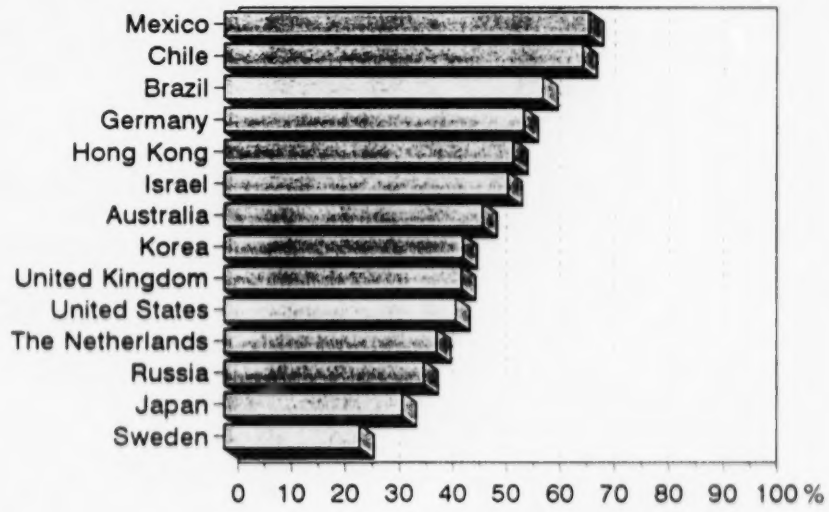

Figure 52.

Top-Level Administrators Are Providing Competent Leadership.

(percentage agreeing)

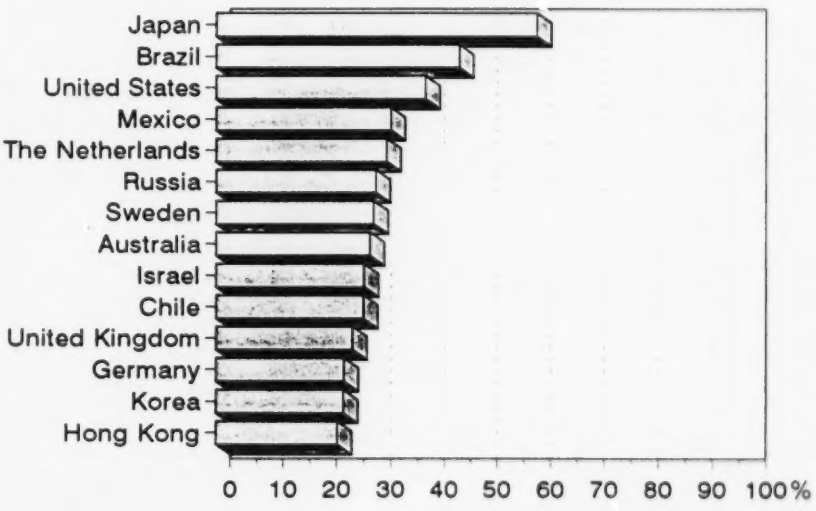

Figure 53.

The Administration Supports Academic Freedom.

(percentage agreeing)

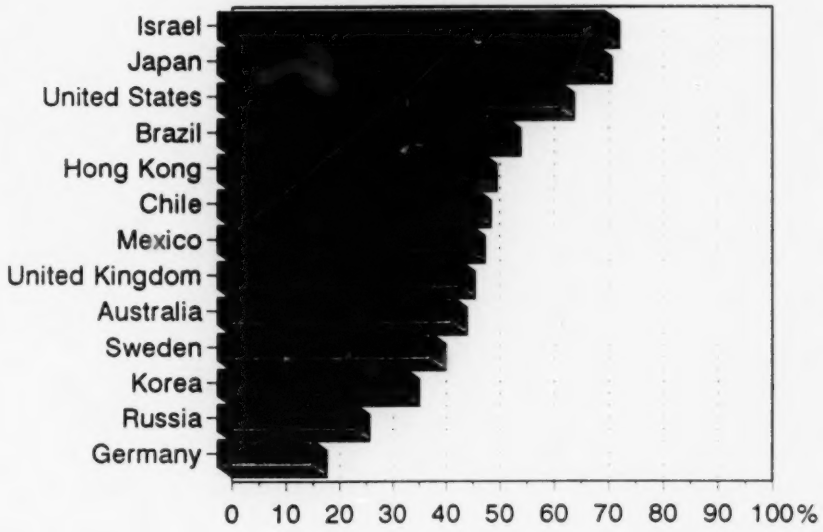

Figure 54.

The Government Should Have the Responsibility to Define the Overall Purposes and Policies for Higher Education.

(percentage agreeing)

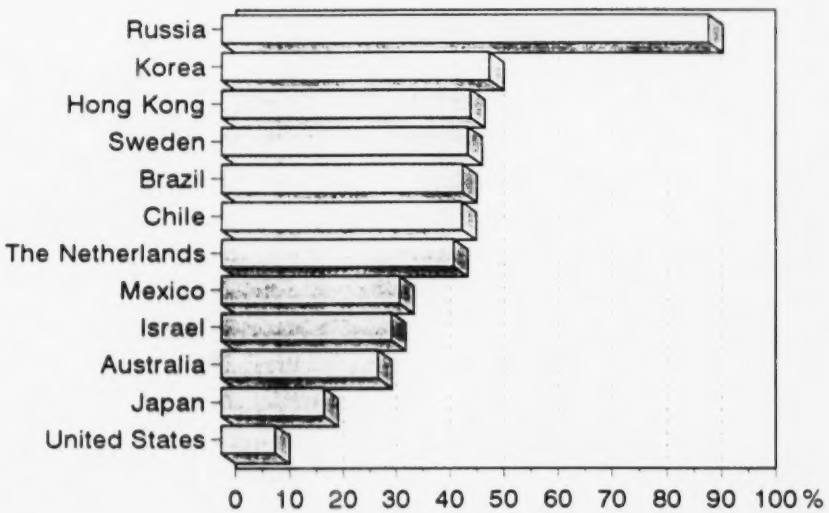

Figure 55.

In This Country There Is Far Too Much Governmental Interference in Important Academic Policies.

(percentage agreeing)

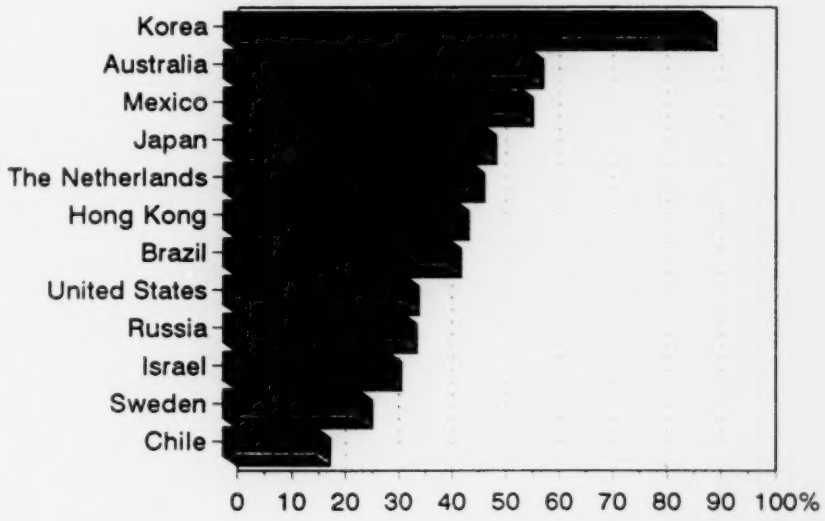

Figure 56.

Is Academic Freedom Strongly Protected in this Country?

(percentage agreeing)

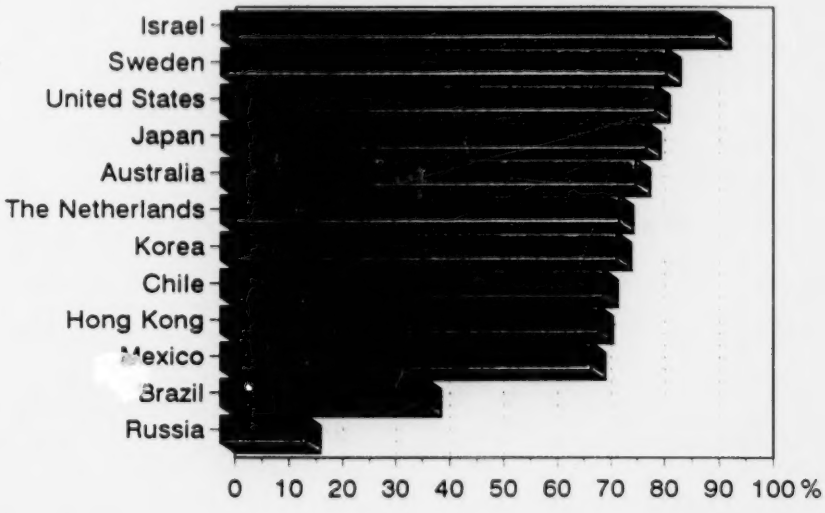

Figure 57.

I Can Focus My Research on Any Topic of Special Interest to Me.

(percentage agreeing)

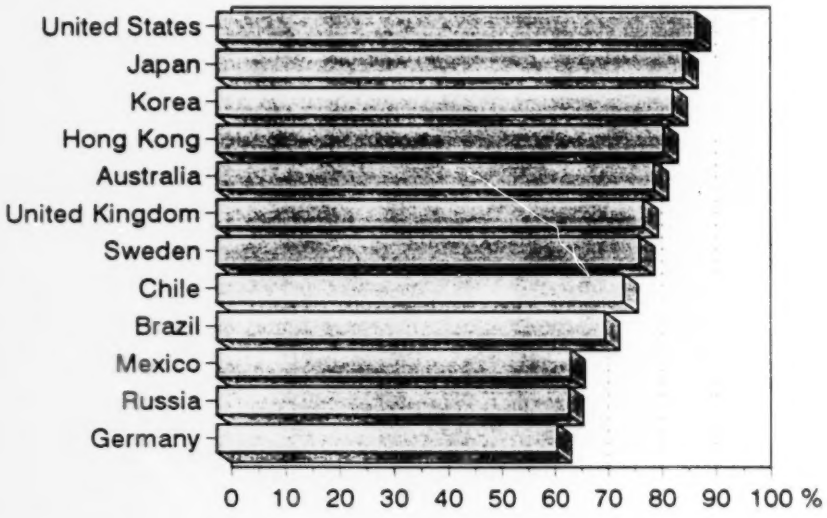

Figure 58.

At this Institution, I Am Fully Free to Determine the Content of the Courses I Teach.

(percentage agreeing)

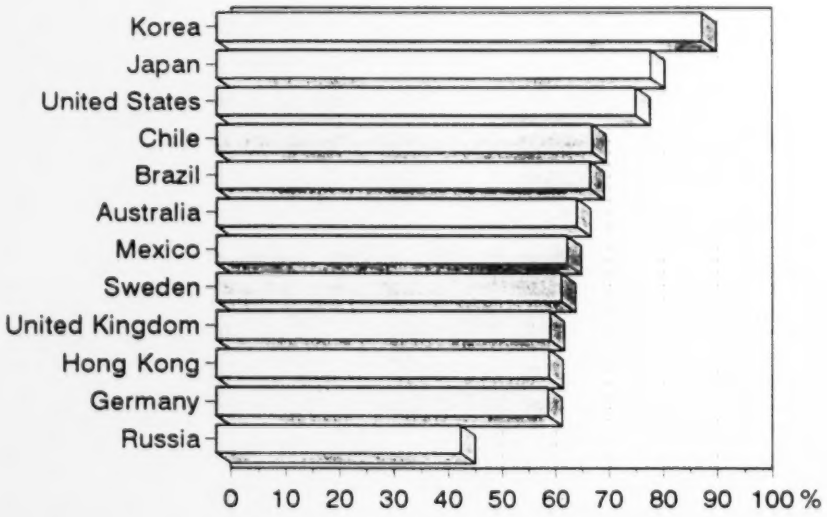

Figure 59.

In this Country There Are No Political or Ideological Restrictions on What a Scholar May Publish.

(percentage disagreeing)

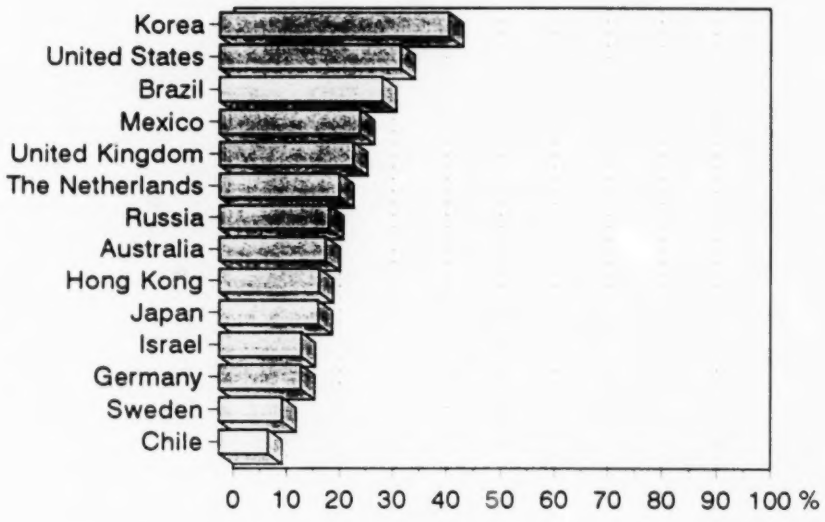

Figure 60.

Respect for Academics Is Declining.

(percentage agreeing)

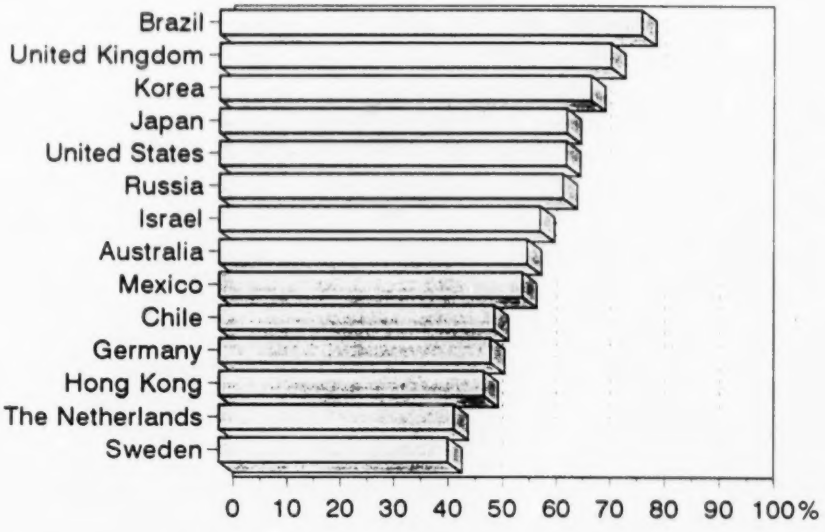

Figure 61.

Academics Are Among the Most Influential Opinion Leaders In My Country.

(percentage agreeing)

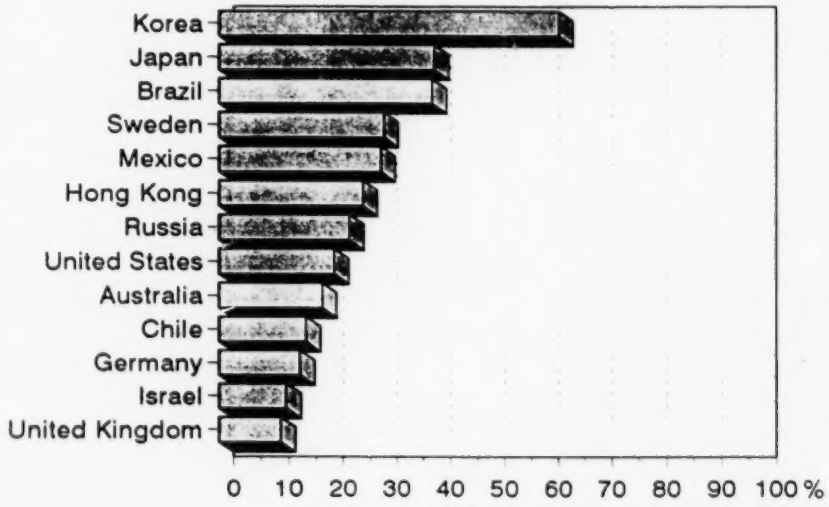

Figure 62.

Faculty in My Discipline Have a Professional Obligation to Apply Their Knowledge to Problems in Society.

(percentage agreeing)

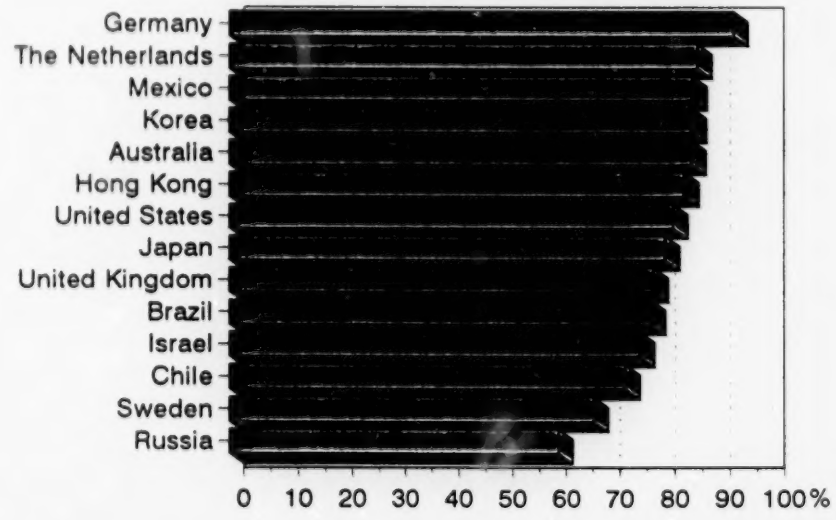

Figure 63.

During the Past Three Years at this Institution, How Often Have Foreign Students Been Enrolled?

(percentage responding "frequently" or "occasionally")

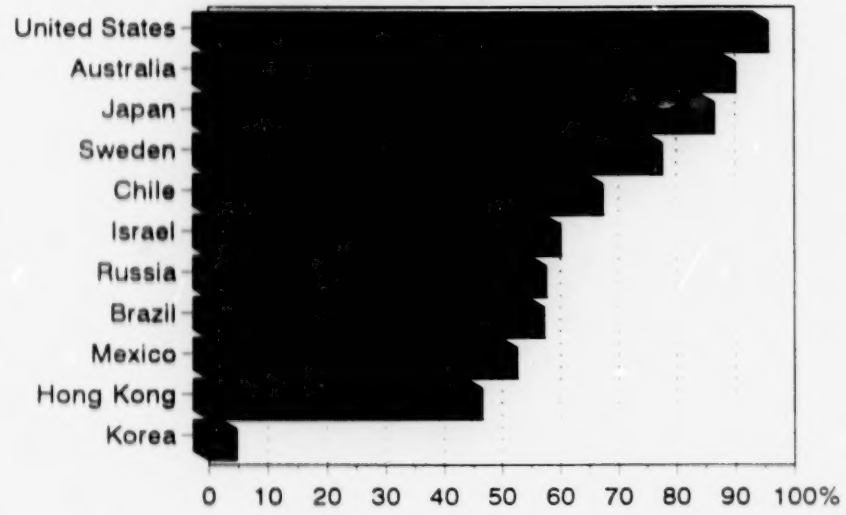

Figure 64.

During the Past Three Years at this Institution, How Often Have Your Students Studied Abroad?

(percentage responding "frequently" or "occasionally")

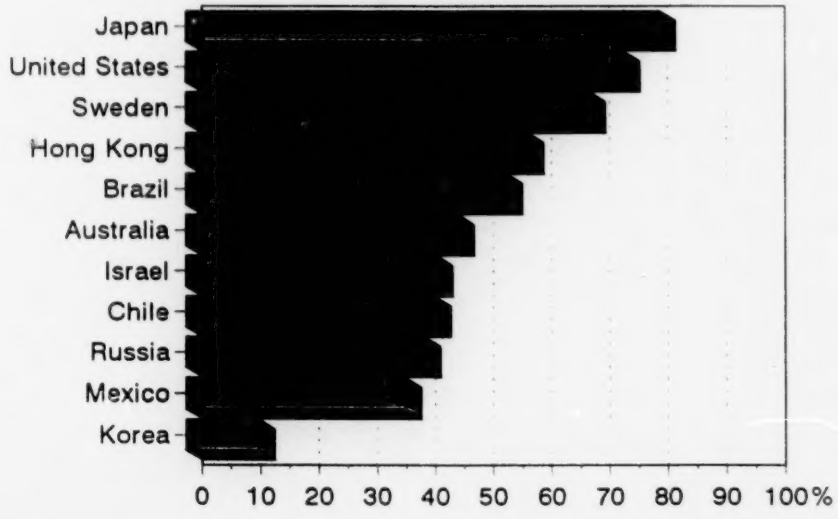

Figure 65.

The Curriculum at this Institution Should Be More International in Focus.

(percentage agreeing)

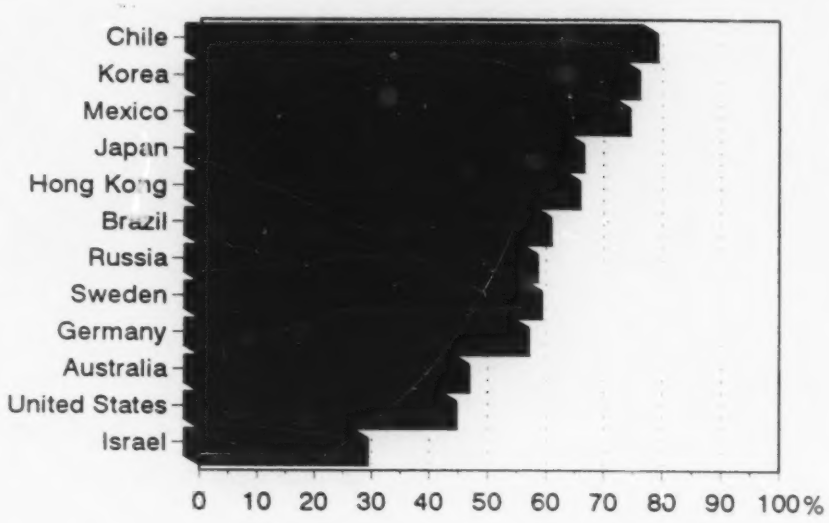

Figure 66.

In the Last Three Years, Have You Travelled Abroad to Study or Do Research?

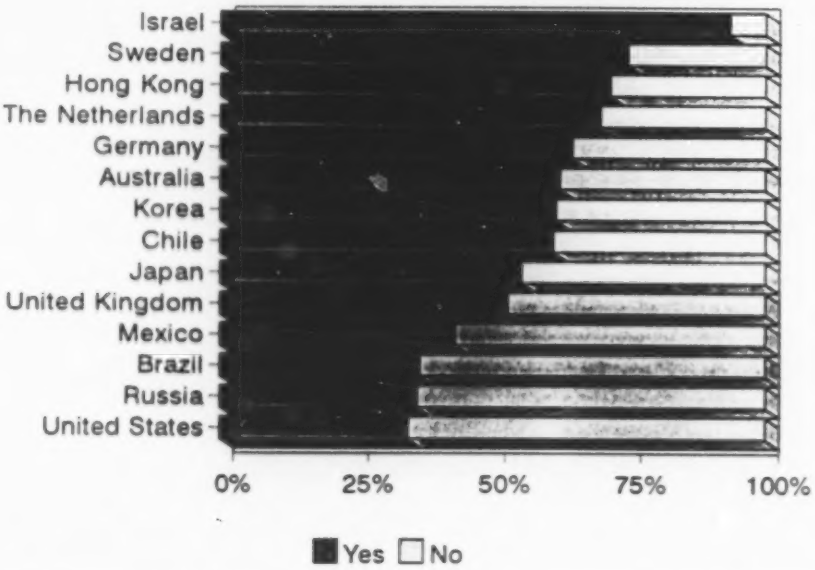

Figure 67.

In the Last Three Years, Have You Served As a Faculty Member at an Institution in Another Country?

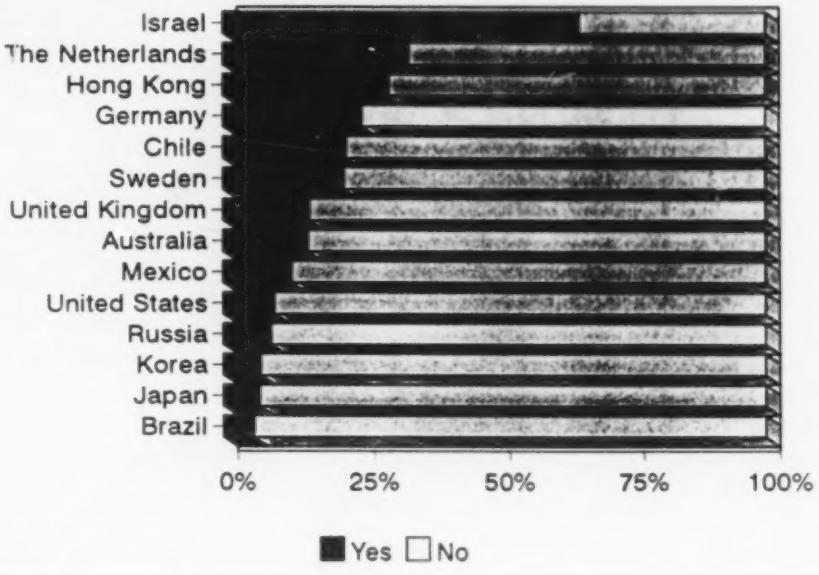

Figure 68.

In Order to Keep up with Developments in My Discipline, a Scholar Must Read Books and Journals Published Abroad.

(percentage agreeing)

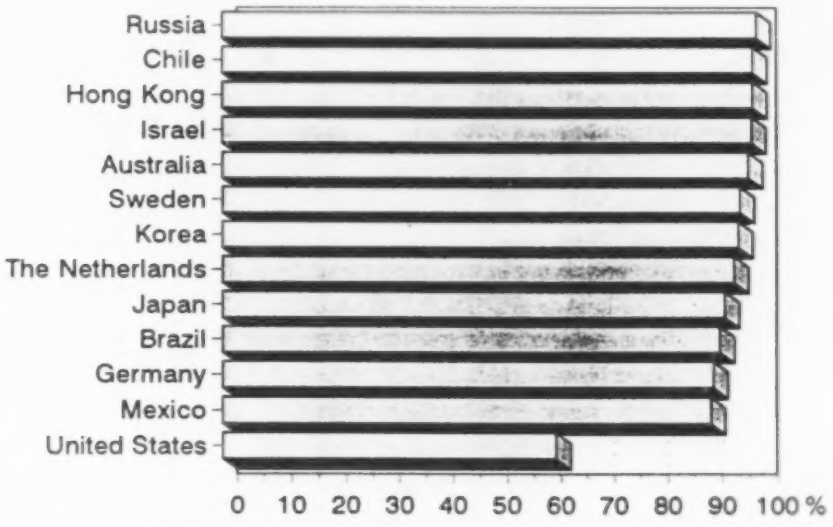

Figure 69.

Connections with Scholars in Other Countries Are Very Important to My Professional Work.

(percentage agreeing)

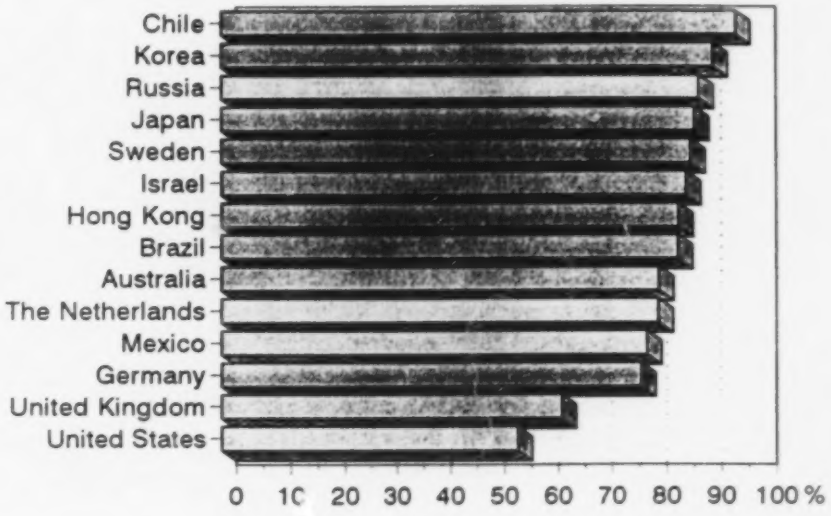

Figure 70.

A Scholar's International Connections are Important in Faculty Evaluation at this Institution.

(percentage agreeing)